

# ENGLISH FOR TODAY

## FOR CLASS - 8



NATIONAL CURRICULUM & TEXTBOOK BOARD  
DHAKA



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# **ENGLISH FOR TODAY**

**For Class Eight**

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**NATIONAL CURRICULUM & TEXTBOOK BOARD, DHAKA**

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## **PREFACE**

After the liberation of Bangladesh, new textbooks were developed on the recommendations of the National Curriculum & Syllabus Committee. English for Today' for class eight was evaluated and rewritten by foreign consultants and local experts. Each of the lessons was put on trial in secondary schools in different parts of the country in 1993. This was followed by a workshop, attended by the secondary school teachers and English language specialists, for the revision of the syllabus and the textbook. The workshop was held at NCTB in Dhaka and consequently necessary revisions were made.

The revised textbook was introduced into the schools in 1998. Development of curriculum, syllabus and textbook is a continuous process. In continuity with this process, the book has recently been rationally re-evaluated and revised by a group of experts which included curriculum specialists, subject specialists, teacher trainers and classroom teachers. Attempts have been made to make the book free from errors as far as possible.

The illustrations and the contents of the book have been modified and improved considerably in order to make them more helpful to the learners. In this revised textbook, effective communicative techniques integrated with existing traditional method have been introduced. The book will provide the learners with adequate scope of practice in language skill, i.e. listening, speaking, reading and writing. We hope this book will meet the needs of the students and the teachers which eventually will bring effective results.

The publication of a teacher's guide is under process. The guide underlines a communicative methodology so that it may be easily understood and applied. The teacher's guide will help the teachers to plan the lessons more effectively and teach the students in a communicative way. Moreover, in order to test the students' language skills, sample questions have been incorporated into the teacher's guide.

Any rational and constructive suggestion for the improvement of the textbook will be welcomed and incorporated in future editions.

I am grateful to all who worked hard for evaluating the textbook and were involved in different stages of printing.

All our efforts will be fruitful and meaningful if the book serves its desired purpose and helps students in effective learning of English.

Professor Md. Mustafa Kamaluddin  
Chairman  
National Curriculum & Textbook Board  
Dhaka

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*Function : talking about practical activities*

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## Unit One : Making Things

### Lesson 1

## First Day At School : Part 1

- A** Talk about the pictures and look at the questions. Then read the passage and answer them.



Anwar

- 1 Why is Anwar feeling nervous?
- 2 How long has he been living in Nurpur?
- 3 What kind of place is Nurpur?

This morning Anwar is feeling nervous. He is going to start a new class at a new school. Last year he was in class 7 at Sonapur High School in Rangpur District, but in December his family moved to Nurpur in Chittagong District. Like Sonapur, Nurpur is a small town. Now it is January and Anwar is going to join Class 8 at Nurpur High School. It is about one and a half kilometres from his home in the town, so he is going to walk there.

Anwar went to his new school with his father one week ago. They saw the headmaster, Mr Nurul Alam. He was a serious, but kind man. "You're going to enjoy Nurpur High School," said Mr Alam. "It's a very friendly place. Everybody will help you, so don't feel worried."

But Anwar did worry. "A new school is a new experience," he thought to himself. "I don't know anybody. What are the teachers and students going to be like?"



Mr Nural Alam

- B** Now ask and answer these questions.

- 1 Why is Anwar joining a new school?
- 2 How will he go there?
- 3 Who is going to help him at his new school?
- 4 Why did he feel nervous?
- 5 Why do we feel nervous of new experiences?



**C 1 Use the clues to fill in the gaps in the passage. Number one is done for you.**

enjoy being a student at  
meet the headmaster

walk to  
join Class 8

start at

Anwar is going to walk to his new school today with his father. "We are going to ..... of your new school this morning," said his father. "But isn't it the school holiday now?" asked Anwar. "Yes", said his father, "but you're going to ..... your new school in a week, so we must see the headmaster now."  
"What class have you just done?" the headmaster asked Anwar. "Class 7," Anwar replied. "Then you're going to ..... this year," the headmaster said. "But don't worry. You're going to ..... your new school."

- 2 (a) Now use the completed passage to complete the questions, using *going to*.  
(b) Then complete the answers. The first one is done for you.  
(c) Then ask and answer the questions with your partner.

- 1 Q Where is Anwar going to walk today?  
A To his new school.
- 2 Q Who is Anwar ..... this morning?  
A The .....
- 3 Q When is Anwar ..... his new school?  
A In .....
- 4 Q Which class is Anwar ..... this year?  
A .....
- 5 Q Where is Anwar ..... being a student?  
A At his .....

**D Now ask and answer questions about yourself like this.**

Student A What are you going to do after school / this afternoon / this evening / tomorrow morning/etc.?

Student B I'm going to ..... What about you?

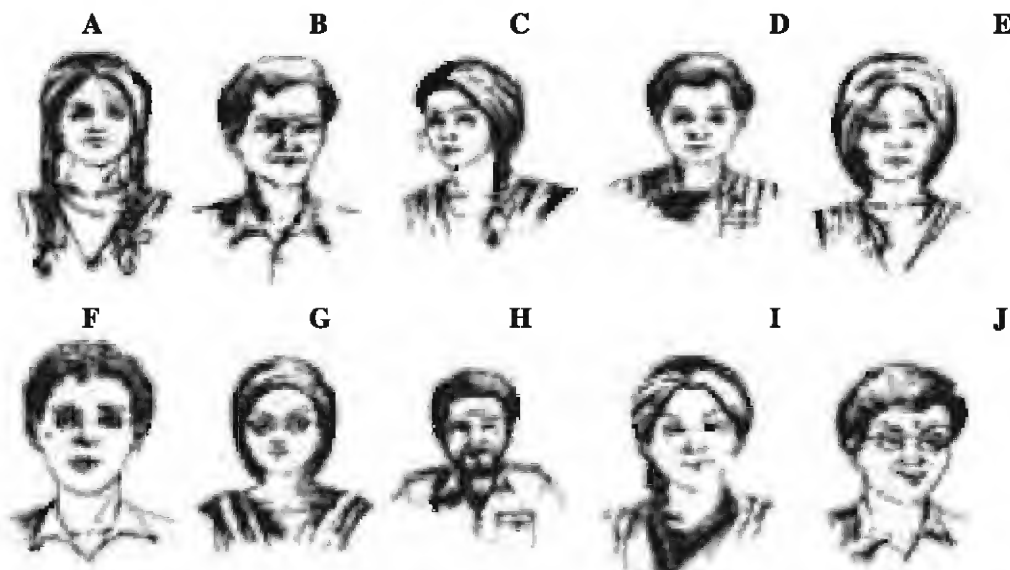
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## Lesson 2

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### First Day At School : Part 2

**A** Talk about the pictures and read the passage.



When Anwar arrived at his new school, he met a lot of people. He had a very busy day. "When I go home," he said to himself, "I'm going to write some names down in my notebook because I want to remember them."

When Anwar arrived home, he sat down in his room and wrote in his notebook. He wrote down ten names and some notes about the people. This is what he wrote :

Some of the people I met on my first day at school.

Mr Anis Ahmed	–	a nice man, teaches us general science.
Shahid	–	the smallest boy in class, wears a pen in his pocket.
Kishan	–	the cleverest boy in class, wears glasses.
Bahadur	–	our friendly old bearer at school, has a nice smile.
Kashem	–	has curly hair and a mole on his cheek.
Mrs Ayesha Amin	–	our English teacher, can tell interesting stories.
Luna	–	the smallest girl in class, wears glasses.
Rina	–	Luna's best friend wears two long plaits.
Mina	–	the tallest girl in Class 8, is very clever.
Sarah	–	sits next to Mina, has one short plait.

Now match the people in Anwar's notebook with the pictures.

**B** True or false? If false, give the correct information.

- 1 Anwar wrote some names in his notebook because he didn't want to forget them.
- 2 He sat next to Shahid in his new class.
- 3 Mrs Ayesha Amin teaches English to Class 8 in Sonapur High School.
- 4 Anwar's best friend at school is Kashem.
- 5 There were boys and girls at Nurpur High School.

- C Use the correct form of all the verbs below to fill in the gaps in the passage. The first one is done for you.**

**look          take          sit          follow          stand          return**

When Anwar arrived at his new school, he went to the headmaster's office. Mr Alam was sitting at his desk. When he saw Anwar, he ..... up and smiled. "Now, Anwar, I'm ..... you to your new class," said Mr Alam. Anwar ..... the headmaster to his new class.

When they reached the classroom, Mr Alam said, "Now I'm ..... to my study because I'm busy," and walked away. When Anwar ..... into the classroom, he saw a lot of students just like himself. "Hello", said one of them, "My name's Kashem. What's yours?"

- D Look at Anwar's descriptions of people at his new school. Now write five short descriptions of people at your own school.**

---

### Lesson 3

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## Let's Make A Garden

- A Talk about the picture. Then read and act out the dialogue.**

- Shahid : Tell us about your old school, Anwar. Was it as nice as ours?  
 Anwar : It wasn't as big, but we had a very good school shop.  
 Sarah : Like the one we've got here?  
 Anwar : I don't know. I haven't seen yours yet. Does it make a good profit?  
 Luna : Quite good. How about the one in your old school?  
 Anwar : Oh, yes. We made enough profit to make a school garden. Do you have one here?  
 Kashem : No, but look over there. I think there's enough land to make one.  
 Rina : Did you grow lots of lovely flowers?  
 Anwar : Yes, but we also grew vegetables.  
 Kishan : Couldn't we grow both? Let's go and discuss it with Mr Ahmed.  
 Mina : OK. He can help us because he knows a lot about gardening.



- B Ask and answer questions. First complete the questions and use clues in the brackets to answer them. Then check your questions and answers with your partner.**

- 1 ..... does Shahid ask to describe his old school? (Name only)  
 .....

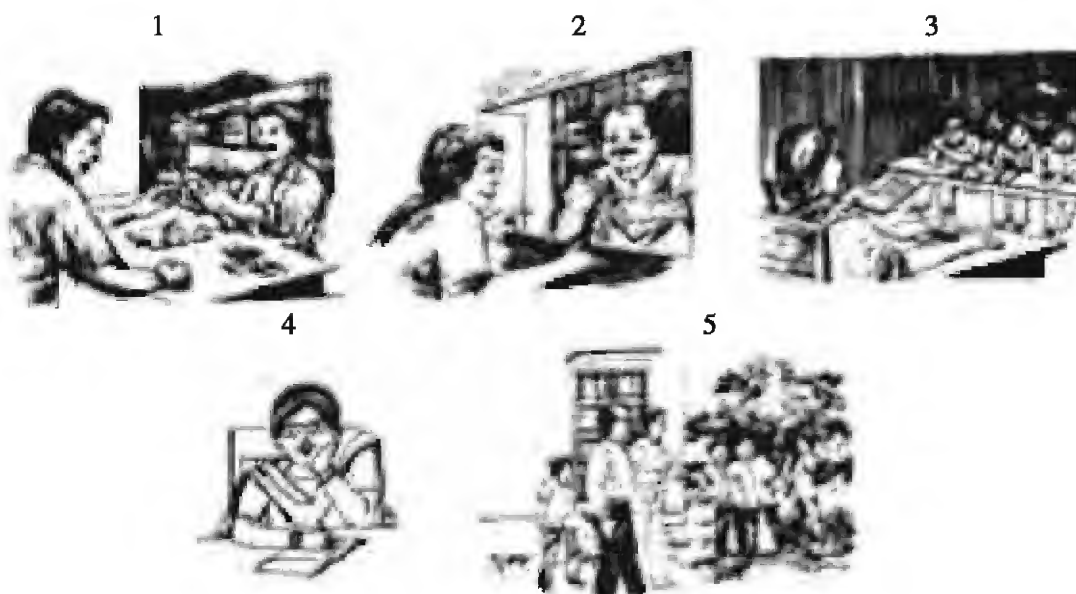
- 2 ..... do Anwar's old and new school have? (3 words only) .....
- 3 ..... did Anwar's old school use the profit from their school shop? To .....
- 4 ..... did Kashem point out of the window? (Look at the picture) He wanted to show .....
- 5 ..... did Kashem think there was enough land for? (3 words only) .....
- 6 ..... did they grow in the garden at Anwar's old school? ( 3 words only) .....
- 7 ..... do the students want to discuss with Mr Ahmed? A ....., and what to .....
- 8 ..... do they want to discuss it with him? Because .....

### C Complete the sentences.

- 1 Ask about the pictures, like this :

Student 1 : What's Mr Ahmed doing in Picture 1?

Student 2 : He's buying some seeds. What's Kishan doing in Picture 2?



- 2 Now look at the following sentences from the dialogue in Section A :

1 We made enough profit to make a school garden.

2 I think there's enough land to make one.

- 3 Now use the pictures to complete the sentences below. Use *enough + to* to make similar sentences to the ones in 2 above, like this :

**Example :** 1 Mr Ahmed bought enough seeds to start a school garden.

1 Mr Ahmed ----- to start a school garden.

- 2 Kishan ----- buy a pen from the school shop.
- 3 Mrs Amin ----- tell a new one to her class every week.
- 4 Luna didn't ----- finish her notes before breakfast.
- 5 Mr Nurul Alam ----- make a school garden.

**D Ask and answer questions about yourselves.**

- 1 First read the dialogue and act it out.  
Luna : Have you got enough money to buy a pencil, Sarah?  
Sarah : Yes, I have.  
Luna : How much have you got?  
Sarah : Twenty taka.  
Luna : Oh, yes. That's enough.  
Sarah : How about you, Luna?  
Luna : No, I haven't. I've only got ..... .
- 2 Then ask and answer similar questions with your partner.

---

**Lesson 4**

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**Let's Discuss Gardening**

**A Talk about the picture and read the passage.**

The next day Class 8 had a discussion with their general science teacher, Mr Anis Ahmed. "We've been talking with our new student, Anwar, sir", said Kashem. "In his old school, they used the profit from their school shop to make a school garden. We also make a profit from our school shop and we have enough land in our school to make a garden." Mr Ahmed looked out of the classroom window.



"Do you want to use that piece of land over there?" asked Mr Ahmed. "Yes, sir," answered Rina. "Do you think it's possible? We want to use it to grow flowers." "And vegetables," added Anwar.

"Well, I don't know," said Mr Ahmed. "What do you know about gardening?" "Some of us do gardening at home, and Anwar worked in the garden at his old school," replied Kashem. "But couldn't you help us, sir?"

"Of course," said Mr Ahmed. "It's a good idea, but first I must discuss it with the headmaster. Only he can decide. How many of you are interested in gardening?" About twenty students put up their hands. "Good, that's enough," said Mr Ahmed. "But do you know that gardening's very hard work?" "Oh, yes," replied all the students. "But it's enjoyable too." "Then I'll discuss it with Mr Alam after school today," said Mr Ahmed.

**B Choose the correct statement.**

- 1 Class 8 discussed ----- with Mr Anis Ahmed.
  - (a) general science
  - (b) their new student
  - (c) making a garden
- 2 Anwar's old school used the profit from their school shop to
  - (a) get enough land.
  - (b) make a garden.
  - (c) buy flowers and vegetables.
- 3 Some of the students put up their hands because
  - (a) they were interested in gardening.
  - (b) gardening is hard work.
  - (c) it was a good idea.
- 4 Some of the students know something about gardening because they
  - (a) want to grow flowers and vegetables.
  - (b) have discussed it with Mr Ahmed.
  - (c) have done some gardening before.
- 5 Mr Ahmed is going to discuss about the school garden with
  - (a) Anwar.
  - (b) the headmaster.
  - (c) his class.

**C Ask and answer questions from the table below.**

What do people use to	<ol style="list-style-type: none"> <li>1 keep their grain in?</li> <li>2 buy fertiliser at the market?</li> <li>3 irrigate their fields?</li> <li>4 feed animals and sometimes make a roof?</li> <li>5 grow new plants in the soil?</li> </ol>
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## Lesson 5

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### In The Headmaster's Office

- A** First talk about the pictures and use the clues to ask and answer the questions on them.

#### Questions

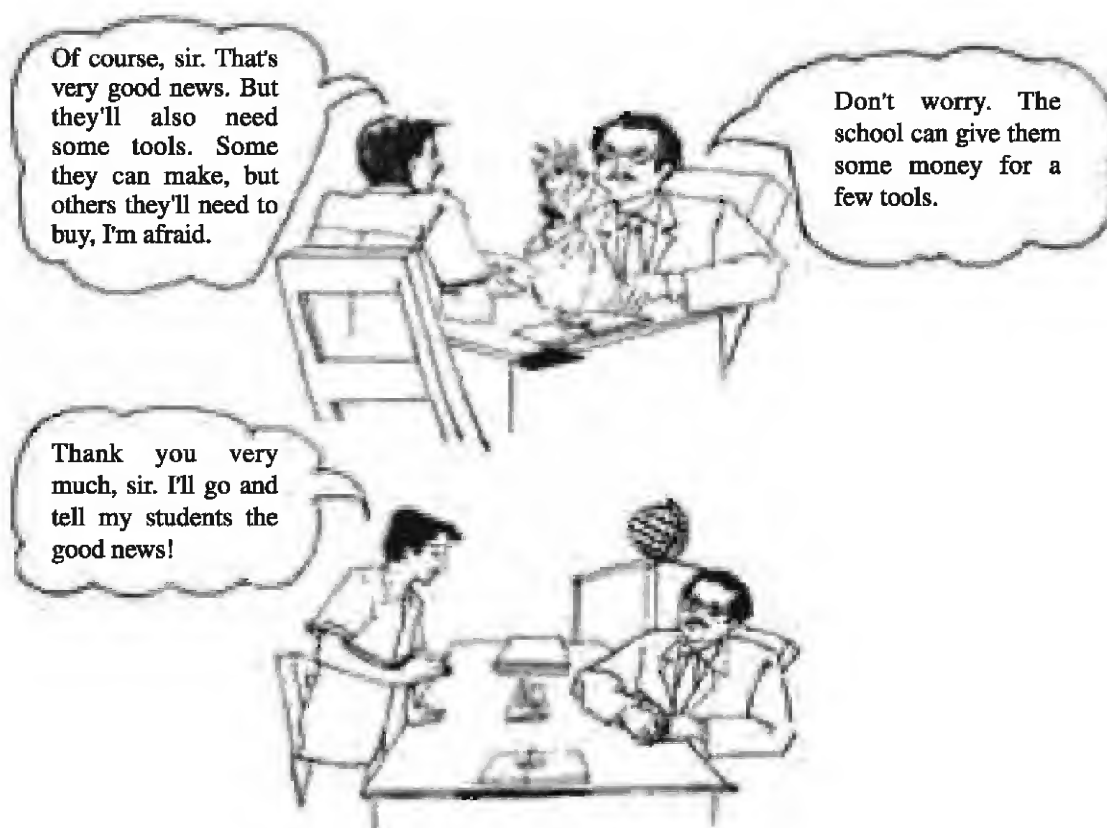
- 1 Who can you see in the pictures?
- 2 Where are they?
- 3 What are they talking about?
- 4 Why is the news good?
- 5 How will the students use money from the school?

#### Clues

- Names only  
 Begin : In .....  
 3 words only  
 Begin : Because the headmaster will .....  
 Begin : To buy .....

Then act out the dialogue in the pictures with your partner.





**B True or false? If false, give the correct information.**

- 1 The class 8 students want to use some school land to grow plants.
- 2 Vegetables will make the school look more beautiful.
- 3 The class 8 students are very keen to make a garden.
- 4 They will make all their own tools.
- 5 The Headmaster and Mr Ahmed don't want to have a school garden.

**C Make correct sentences from the table.**

The students			help his students.
The headmaster			grow some lovely flowers.
Rina	are	keen to	buy some tools for their garden.
The boys and girls	is		make his school look beautiful.
Mr Ahmed			grow some vegetables.
Anwar			use the school land to make a garden.

Then write five of them in your exercise book. (This can be done for homework.)



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## Lesson 6

---

### Tools

**A Read and match. Match pictures A-E with the new vocabulary in sentences 1-5 below**

A ..... B ..... C ..... D ..... E .....



- 1 **Spade** : made of wood and metal. We use it to dig deep into the soil.
- 2 **Hoe** : made of wood and metal. We use it to dig soil and pull out weeds.
- 3 **Rake** : made of wood and bamboo. We use it to collect leaves and weeds, and break the top of the soil.
- 4 **Leveller** : made of wood or bamboo. We use it to level soil.
- 5 **Basket** : made of bamboo. We use it to take weeds away and carry fertiliser in.

Now write the name of the correct tool in the gap in the picture.

**B Read and act out the dialogue. Then answer the questions below it.**

Mr Ahmed is talking with his students in Class 8.

Mr Ahmed : The headmaster has given us enough money to buy some spades and hoes. He is very keen to have a school garden.

Jamal : But what about the other things?

Mr Ahmed : Well, anyone can make a basket or a rake or a leveller, so why should we buy them?

Rina : Yes, Luna and I can make some baskets.

Kashem : And Anwar and I'll make some rakes. Shahid, can you and Kishan make some levellers?

Shahid : Yes, of course.

Mr Ahmed : Very good. Then after school tomorrow we'll go to the blacksmith to buy the spades and hoes.

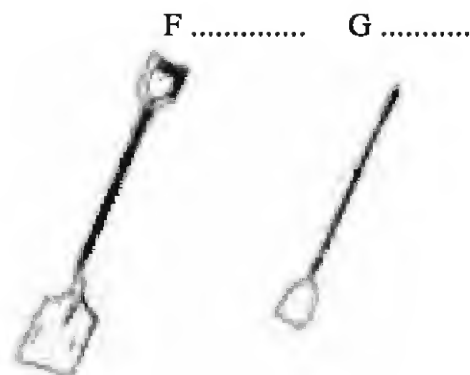
- 1 Why do you think the students cannot make spades and hoes?

(Read the information in A again. Then answer the question. Begin your answer, Because spades and hoes are ----.)

- 2 Then who do you think will make the spades and hoes?

**C Talk about pictures F & G. Then read about them.**

In pictures F & G you can see some more tools. Have you seen them before? These tools are used in other countries like Canada, Australia and England. They are not used in Bangladesh, but their names are the same. One is a spade and one is a hoe. They are used like a Bangladeshi spade and hoe, but they look different. Now look at pictures F & G again and write the name of the correct tool in the gap in the picture.



**D Point to pictures A-G and ask and answer questions, like this.**

**Example :**

- Student 1 : (Pointing to Picture D) What is this tool called and how do we use it?  
 Student 2 : It's called a hoe and we use it to dig the soil and pull out the weeds.  
 Student 1 : Do you have one at home?  
 Student 2 : Yes, I do / No, I don't. How about you?

## Lesson 7

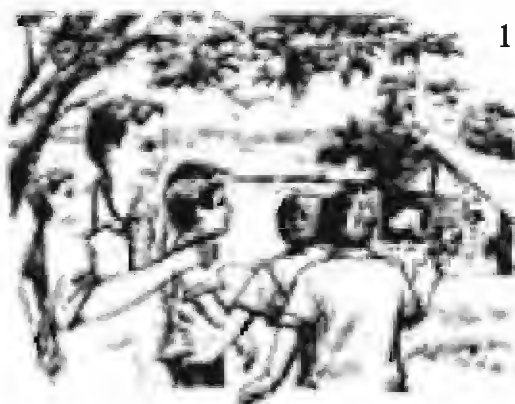
### The Smithy

**A Talk about the pictures : ask and answer the questions.**

In picture 1 : Who can you see? What do you think the man is pointing at?

In picture 2 : Who can you see? Where are they working? What are the two men called? What are they doing?

Then listen to the story and check your answers with your partner.



**B Label Pictures 1 & 2 and talk more about them.**

Now listen to the story again. Then label the 'smithy' in picture 1 and the 'chain', 'bellows' and 'forge' in Picture 2.



- Ashok : Right. No problem. We've enough iron to make them now.
- Mr Ahmed : That's alright. Do you mind if we wait and look at your work? It seems interesting.
- Ashok : Not at all. Please go ahead.
- Kashem : Your work's really interesting.
- Ashok : That's right. You see that young boy there? Well, he is an apprentice, he's learning how to become a blacksmith. Ganesh, pull that metal chain. There, you see? It makes the bellows blow into our fire. Clever, isn't it? And all the time he's watching us and learning. "Looking and learning," I call it. Now you can look and learn too.

**B Choose the best statement.**

- 1 Mr Ahmed's young friends were
  - a) the two blacksmiths.
  - b) Kashem and Ganesh.
  - c) his Class 8 students.
  
- 2 Not everyone can do the work of a blacksmith because
  - a) they don't have spades and hoes.
  - b) they need to learn about it.
  - c) it is boring.
- 3 In the smithy
  - i) ----- are the teachers.
    - a) Mr Ahmed and his young friends
    - b) Ganesh and Kashem
    - c) the blacksmiths
  - ii) and ..... is the student.
    - a) Mr Ahmed
    - b) Ganesh
    - c) the blacksmiths
- 4 Ganesh makes the bellows blow by
  - a) pulling a metal chain.
  - b) blowing into the fire.
  - c) watching and learning.
- 5 Another name for 'forge' is
  - a) 'bellows'.
  - b) 'blacksmith'.
  - c) 'fire'.

**C Complete the sentences.**

First read through the dialogues in Lessons 6 & 8 again and underline the following words, and check their meaning.

**everyone / body      someone / body   some   many   any   anyone / body**

Now complete the sentences below by using one of these words in the gap.

**Example : Anybody can look and learn.**

- 1      ----- tools are made only of wood and ----- of wood and iron.
- 2      "----- can make a basket," said Mr Ahmed.
- 3      Not ----- in Class 8 wanted to see a smithy.
- 4      ----- of the students went with Mr Ahmed to see the smithy.
- 5      Ashok saw ----- outside the hut.
- 6      ----- blacksmiths live and work in Nurpur, but only ----- work near the college pond.
- 7      ----- always helps the blacksmith with their bellows.
- 8      ----- in the smithy was working hard.

**D      Complete the dialogue and then act it out in groups of 4.**

- Kashem      : Does Ganesh work here all day?
- Ashok        : Oh, no. .... must go to school. He goes to ..... in the morning.
- Anwar        : So who pulls the ..... and makes the bellows ..... in the morning?
- Ashok        : Ganesh's brother works here then. And he goes to school in the ..... .
- Kashem      : So these young boys learn at school and ..... here too?
- Mr Ahmed    : Well, we all learn outside as well as inside school. We're not in school now, but we're .....!
- Anwar        : Look! They've already ..... one spade. But why are you putting it into water?
- Ashok        : When we bang it, it must be red-hot. But do you want a red-hot spade?

## Lesson 9

### The Village Blacksmith

- A      Talk about the pictures, read the passage, then read and listen to the poem.**

Story continued from Lesson 8

That evening, Anwar arrived home late. "Did you enjoy your visit to the smithy?" asked his father. "Oh, yes," replied Anwar. "We went to the one near the college pond."

"Oh yes, I know a poem about a smithy like that. It's by an American poet called Henry Longfellow.



He wrote his poem when there were smithies in America and England like the ones we have here now." "When was that?" asked Anwar. "Oh, a long time ago," replied his father. "Look, here's the poem. He wrote it in 1841."

2

Then Anwar's father read it out:

Under a spreading mango tree.  
The village smithy stands;  
The smith, a mighty man is he,  
With large and heavy hands;  
And the muscles of his arms  
Are strong as iron bands.

His hair is crisp and black and long,  
His face is like the tan,  
His brow is wet with honest sweat,  
He earns whate'er he can,  
And looks the whole world in the face,  
For he owes not any man.



Boys and girls, coming home from school,  
Look in at the open door;  
They love to see the flaming forge,  
And hear the bellows roar,  
And catch the burning sparks that fly  
Like chaff from the threshing-floor:

**B Complete the dialogue. Then act it out.**

Father : Did you like it?

Anwar : Yes, but it's difficult.

Father : What could you understand?

Anwar : Well, it's about a ..... . A very strong man. He worked by himself, but here, in Nurpur, there are ..... blacksmiths. They work together, and a boy helps them.

Father : Are they strong, like the man in the poem?

Anwar : Who? The blacksmiths?

Father : Yes.

Anwar : Oh, yes. They've got strong ....., but they aren't big. I think they ..... hard like the man in the poem through.

Father : Yes, it's a hard job. That's why the poem's also about working hard. But when ..... work hard, they feel good.

**C Make correct sentences.**

Join the sentence in List A & B with when. The first one is done for you.

**Example :** When Anwar arrived home late, his father asked him a question.

List A	List B
Anwar arrived home late.	He sweated and felt very hot.
Henry Longfellow lived in America.	Anwar listened to it.
Anwar's father read out a poem.	His father asked him a question.
The boys and girls walked home from school.	There were smithies there like the ones in Bangladesh.
The blacksmith worked very hard.	They looked inside the smithy.

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## Lesson 10

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# Feeling Good!

**A Talk about the picture and read the passage.**

A piece of land was given to the Class 8 students. It was about twelve metres long and six metres wide. The headmaster gave it to them. He and Mr Ahmed chose it. It was chosen for three reasons. It stood near the school's well, was always sunny, and during the rainy season never flooded. That is why it was suitable.

So, when all the tools were made, the students started to work. It was a hot day in March. They dug deep into the ground with their spades and with their hoes they broke the soil into small pieces. The rakes were used to collect all the weeds and

the baskets to carry them away. After that the boys and girls used levellers to level the soil. It was hard work and they began to sweat a lot.

Then the students stopped and looked at their work. "We've worked for one and a half hours and I'm tired," said Anwar. "But I feel really good!" "Yes", said Luna. "And look! We've made our own school garden!"

**B Ask and answer the questions.**

- 1 What were the Class 8 students given?
- 2 Who chose it for them?
- 3 Why was it suitable?
- 4 When did the students start to work?
- 5 How long did they work?
- 6 What did they use the rakes and baskets for?

Now write your answers in your exercise book.

**C Read and compare.**

Read the following sentences. Compare the verbs. They are in the past.

**Active**

- 1 The headmaster gave a suitable piece of land to the Class 8 students.
- 2 The headmaster and Mr Ahmed chose a piece of land.

**Passive**

- 3 Spades, hoes, rakes, levellers and baskets were given to the Class 8 students.
- 4 The piece of land was chosen for three reasons.

Then read these sentences. Compare the verbs. They are in the present.

**Active**

- 5 Blacksmiths make spades.
- 6 People use spades to dig the soil.

**Passive**

- 7 Hoes and other tools are also made by blacksmiths.
- 8 A hoe is used to pull out weeds.

Now read the passage in Section A again and underline all the verbs. Are they past or present? Which ones are passive? Write them down in your exercise book, like this:

**Example :** a) was given.

b) .....



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**Lesson 11**


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## Making Things Beautiful : Part 1

### A     **Talk about the picture and read the passage.**

Today is Wednesday at Nurpur High School and Class 8 are enjoying their English lesson with Mrs Ayesha Amin. English is taught early on Wednesday, so everyone is feeling fresh. Now the students are telling Mrs Amin about their experiences. Sarah is feeling very upset and wants to tell Mrs Amin about something.



"It's made from dirty old rubbish," said Sarah. "And I don't like it. Why must we make it, madam?" "Make what, Sarah?" asked Mrs Amin. "That rubbish over there!" exclaimed Sarah, and she pointed out of the classroom window.

Everyone turned towards the window. There, near the school garden, stood some fertiliser in a bamboo bin. "That's our fertiliser," explained Luna. "It's dirty because it's made from all kinds of waste materials, but it's good for the soil." "Good for the soil, but not good for me!" said Sarah.

Mrs Amin pointed to some flowers on her desk. "Do you like these Sarah?" asked Mrs Amin. "Oh, yes," said Sarah. "They're really beautiful. They're not dirty, madam." They were grown in my garden," explained Mrs Amin. "They grew out of the soil, and the soil was mixed with fertiliser. Beautiful things often need dirty work, Sarah. Who can give me another example?"

### B     **Ask and use the clues to answer the questions.**

- 1    When did the Class 8 students at Nurpur High School study English on Wednesday? (One word) .....
- 2    How did they feel then? (One word) .....

- 3 What did the students tell Mrs Amin about? (Two words) .....
- 4 How did Sarah feel? (Two words) .....
- 5 What was made from dirty old rubbish? (One word) .....
- 6 Why did Sarah point out of the window? Because some (Two words) ..... just outside.
- 7 Where was the fertiliser? In a (Two words) .....
- 8 Why is it dirty? Because fertiliser (Two words) ..... from (Two words only) .....
- 9 What did Mrs Amin grow in her garden? (One word) .....
- 10 Why did Sarah like them? Because (Three words) .....

### C Ask and answer questions.

- 1 First find this sentence in the passage:  
English is taught early on Wednesday.  
Is it present or past, active or passive?
- 2 Now look at this similar sentence :  
On Wednesday, English is taught at nine o'clock.  
Then ask this question about your school :  
When is English taught on Wednesday?  
And give the correct answer.
- 3 Now ask and answer similar questions about all your subjects on Monday and Wednesday, like this :

**Example :** A When is (Maths /English /Bangla /Social Studies/General Science/ Religious Studies) ..... taught on (Monday/Wednesday) .....?

B At (time) ..... When is .....?

- 4 Now ask and answer similar questions about yesterday, like this :

#### **Example :**

A When was (Maths/English/Bangla/Social Studies/General Science/ Religious Studies) ..... taught yesterday?

B At (time) ..... When was .....?

### D Complete the sentences.

Use the clue in the bracket to fill in the gap. Write the verb in the past passive form. The first one is done for you<sup>1</sup>.

**Example : 1** Nurpur High School was built in 1978.

- 1 Nurpur High School (build) ---- in 1978.
- 2 English (teach) ----- every day at Nurpur High School.
- 3 The students' fertiliser (make) ----- from dirty waste materials.
- 4 It (keep) ---- in a bamboo bin.
- 5 The soil in Mrs Amin's garden (mix) ---- with fertiliser.
- 6 The beautiful flowers on Mrs Amin's desk (grow) ----- from seed in the fertile soil.

<sup>1</sup> You can do (or complete) this exercise for homework. You can also prepare for your next lesson (Lesson 12) by thinking about examples of beautiful things that need dirty work and writing an example down in your exercise book before the lesson.

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## Lesson 12

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# Making Things Beautiful : Part 2

### A Read and act out the dialogue.

First think of your own examples of beautiful things that need dirty work. Write one of them down in your exercise book and discuss it with your partner. Then read and act out the dialogue.

Continued from Lesson 11.

Rina has put up her hand.

Mrs Amin : Yes, Rina?

Rina : I think my chickens are beautiful, but looking after them is dirty work.

Mrs Amin : Yes, that's a good example, Rina. Yes, Jamal?

Jamal : We've got a beautiful straw roof on our house. But when it was being made, we all got very dirty.

Mrs Amin : That's another good example. Well done, Jamal! Yes, Mariam?

Mariam : Last month we painted our house. When it was being painted, we all got covered in paint! The house looked beautiful, but we didn't!

Mrs Amin : Very good, Mariam! Yes, when we are making something beautiful, we often get very dirty.

### B Ask and answer questions.

1 Find this sentence and ask and answer the questions about it :

But when it was being made, we all got very dirty.

- a) What was being made?
- b) Who do you think got dirty?

2 Find this sentence and answer the questions about it:

When it was being painted, we all got covered in paint!

- a) What was being painted?
- b) Who do you think got covered in paint?

### C Read and label.

1 Read the verbs below and find them in the dialogue. Are they active or passive?

**was being made   painted   was being painted   got covered   are making**

2 Now look at the table and fill in the gaps at the top.

..... Continuous passive	..... Continuous passive
The chickens are being fed.	The chickens were being fed.
The straw roof is being made.	The straw roof was being made.
The house is being painted.	The house was being painted.

**D Complete the sentences.**

Talk about the five pictures.

What is happening in them?

Use the pictures and the clues below to answer the question for each picture.

**collect****break****make****plant****put**

The first one is done for you.

**Example :**

1 The leaves are being collected with a rake.

2 The soil .....

3 The spades .....

4 The plants .....

5 The fertiliser .....

**Lesson 13****The College Pond****A Talk about the picture and read the story.**

One evening Luna and Rina were walking home together. "Look at the pond," said Rina. "Doesn't it look beautiful?" The two girls stood and looked at the college pond. Near the smithy, the pond was covered in purple water hyacinths.

"Yes," said Luna. "And the water hyacinths look lovely, but not everyone likes them. My father thinks they're worse than useless." "Why?" asked Rina surprised.



"Come and see," replied Luna. The girls walked towards the water. "Look", said Luna. "The water's nearly covered with them."

"Hello, girls!" said a voice. It was Rina's mother, Mrs Rehana Salam. She was also walking home. She worked near the college pond. "Why are you looking into the water?" she asked. "We're looking at the water hyacinths," replied Rina. "The water's nearly covered with them." "Yes," said Rina's mother, "and they grow very quickly. If they aren't cleared away soon, they'll cover all the water."

"Some plants are useful," said Luna. "Bamboo, for example, can be made into furniture. But water hyacinths are worse than useless." "Well", replied Mrs Salam. "Water hyacinths can also be made into useful things." "Really?" asked the girls, surprised. "Yes," continued Mrs Salam. "Come along and I'll show you."

**B True or false? If false, give the correct information.**

- 1 The college pond was looking beautiful.
- 2 The smithy was covered in water hyacinths.
- 3 Everyone liked water hyacinths because they were lovely.
- 4 The water in the college pond nearly covered the water hyacinths.
- 5 Water hyacinths are worse than useless.

**C Make sentences.**

Use the table (and information in Lesson 6) to make 6 true and meaningful sentences, like this :

**Example :** The wood was made into a rake.

The wood and bamboo A piece of school land A room in the school The metal and wood The bamboo	was  were	made into	a spade.
			a basket.
			the school garden.
			a rake.
			a hoe.
			the school shop.
			a leveller.

**D Read the paragraph. The sentences are in the wrong order.**

Amir was surprised. "I'll take them away," said his younger brother, Amir. "I want to keep them." Anwar was collecting some old leaves with a rake in his father's garden. "Why do you want to keep them?" he asked. "Oh, no," replied Anwar. "If we keep them for two or three weeks, they'll make good fertiliser for the garden." Anwar replied.

Now write the sentences in the correct order in your exercise book.

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**Lesson 14**

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**Water Hyacinths**

**A Look at the questions. Then read the story and answer them.**

- a) What has Mrs Rehana Salam made water hyacinths into?
- b) What else can water hyacinths be made into?

The story is continued from Lesson 13

Luna and Rina walked along with Rina's mother. "Water hyacinths can be made into fertiliser," she said. "You just collect them and dry them in the sun. We often do it. Then it can be made into very good fertiliser. Of course, if the water hyacinths are mixed with other things, like old leaves it's even better."

"Here we are," said Mrs Rehana Salam. "Come and look at the vegetables in my garden, Luna." "They look lovely and large," said Luna. "Yes," said Rina's mother. "It's because the soil's been mixed with that." She pointed to some fertiliser in the corner of the garden. "Water hyacinths, old leaves and many other things have been used to make that fertiliser. But water hyacinths can be used for all sorts of different things too, you know. Come inside and see."



1



2

The two girls followed Mrs Salam into her living room. "Sit down and look at some of these pictures," she said. She showed the girls some pictures in a magazine. They were of chairs, tables and other pieces of furniture. "They look lovely," the two girls said. "Yes," said Mrs Salam. "And what do you think they're made of?" "Bamboo?" asked Luna. "No," replied Mrs Salam, "Water hyacinths! Water hyacinths have been used to make all these beautiful things. You can even make paper from it. So you see, Luna, they really aren't worse than useless!"

**B Ask and answer questions.**

Ask and answer questions on the picture.

Picture 1

- 1 Who can you see in the picture?
- 2 Where are they?
- 3 What are they doing?

Picture 2

- 4 What can you see in the picture?
- 5 What are they made of?

**C Complete the sentences.**

Read the passage again. Then use the clues below to complete the sentences.

**soil      vegetables      furniture      waterhyacinths      fertiliser      pictures**

- 1 ..... can be made into very good fertiliser.
- 2 When they are mixed with other things, like old leaves, the ..... is even better.
- 3 The ..... look lovely and large because some fertiliser has been mixed with the ..... .
- 4 Luna and Rina looked at lovely ..... of chairs, tables and other pieces of furniture.
- 5 The ..... was made of water hyacinths.

**D Make a dialogue.**

- 1 First use the table to make 10 meaningful sentences, like this :

**Example :** The fertiliser has been mixed with the soil.

The	fertiliser old leaves soil water hyacinths furniture bamboo	has have	been	mixed with made into made from	chairs and tables. the soil. furniture. water hyacinths. old leaves.
-----	--	-------------	------	--------------------------------------	--

- 2 Now use the information in your sentences to continue the dialogue:
  - A What has the fertiliser been made from?
  - B Water hyacinths. What else?
  - A Old leaves. What have the old leaves been mixed with?
  - B .....

Then read your dialogue and act it out.

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## Lesson 15

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### A Discussion

#### A Read the dialogue and act it out.

Continued from Lesson 14.

Mrs Rehana Salam, Luna and Rina are having a discussion.

- Luna : It must be difficult to turn water hyacinths into furniture!
- Rina : Doing anything well's difficult, isn't it mummy?
- Mrs Salam : Well, growing our vegetables was hard work. Dirty too!
- Rina : Yes, we know. We've started gardening at school.
- Mrs Salam : Really?
- Luna : Yes. Our class had just been given a piece of school land.
- Mrs Salam : Very good! What are you going to grow?
- Rina : Lots of lovely flowers to make our school look beautiful!
- Luna : And vegetables to make us healthy.
- Mrs Salam : Have you been given any seeds yet?
- Luna : Yes, but first we must make the soil more fertile.
- Mrs Salam : Well, don't forget about the water hyacinths! They're very useful!

#### B Ask and answer questions.

Use the clues and blanks to ask and answer the questions.

- 1 Give an example of dirty, hard work from the dialogue. (Only two words.)
- 2 What have Luna and Rina started doing at school? (Only one word.)
- 3 What two things have the students in Luna and Rina's class been given?  
A ..... and some .....
- 4 What can make Luna and Rina's school look beautiful? (Only one word.)
- 5 Why are vegetables good for people? They make .....
- 6 a) What must the students in Luna and Rina's class do to the soil in their school garden? b) How will they do it?  
a) Make .....  
b) They must .....
- 7 Why do you think Mrs Salam said, "Don't forget the water hyacinths!"  
Because .....
- 8 a) Do you think water hyacinths are useful? b) Why?  
(I think/I don't think) ..... b) Because they .....



**C Ask and answer questions.**

Talk about the pictures. Then use the table and the pictures to ask and answer questions, like this:

A What's (name) ..... been doing in (the/her) .....  
(garden/school/living room/house/yard) ..... ?

B She's been making .....

She's been making	the her	hands classroom soil in her garden living room hair	(look)	clean. tidy. dirty. fresh. level.
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1



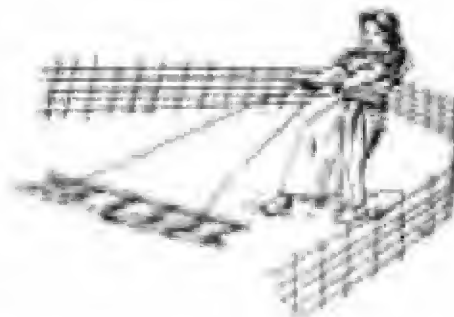
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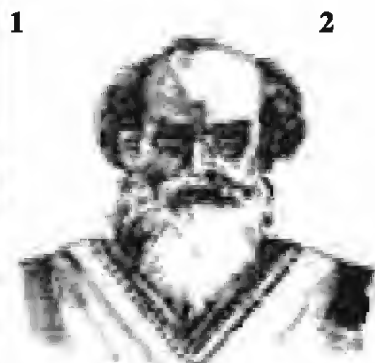
## Unit Two : Talking About Things

### Lesson 1

### Introducing Aesop

**A** Talk about the pictures and look at the questions. Then listen to the passage and answer them.

- 1 Why was Mrs Amin very happy?
- 2 Why were the students happy?
- 3 Who helped to make many people happy?



**B** Complete the statements.

- 1 Look at picture 1 and complete these statements. You can use one or more words in each blank.
  - 1 I can see a ..... on Mrs Amin's desk.
  - 2 They came from the .....
  - 3 Mrs Amin is showing her class a .....
  - 4 She is ..... her class about .....
- 2 Look at Picture 2 and complete these statements.
  - 5 I can see .....
  - 6 He lived about .....
  - 7 He came from .....
  - 8 He was a .....
- 3 Now check your statement by asking and answering questions like this.  
 Student 1 : What can you see on Mrs Amin's desk?  
 Student 2 : A .....

**C** Make sentences.

Use the table to write 5 true and correct sentences in your exercise book.

The students Aesop Mrs Ayesha Amin	helped to make	her students Mrs Ayesha Amin the school garden their classroom many people	(look)	happy beautiful. fresh.
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## Lesson 2

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### Fables

#### A Talk about the picture and read the passage.

Continued from Lesson 1.

Mrs Ayesha Amin liked to tell stories to her students every month. She told them from memory, because she didn't like to read to her students from story books. "Did Aesop read the stories from books?" asked Kishan. "Oh no", replied Mrs Amin. "If you stand in front of people and read from a book, it's boring!" she exclaimed.



All the students liked Mrs Amin's stories. "What kind of stories did Aesop tell?" asked Anwar. "Fables," replied Mrs Amin. "Do you know what fables are?" Nobody replied because nobody knew. "Well", continued Mrs Amin. "Fables are stories with a message, or a moral." They help to teach a lesson, like, 'Work hard, don't be lazy.' In fact, that's the moral of my story this morning. You've all helped to make our school better and worked very hard in the school garden. Now we can see the result. My story's about that."

"Was Aesop like a teacher then?" asked Sarah. "Well, yes," replied Mrs Amin. "He liked to teach people, but he also liked to entertain them. People like being entertained. "They learn better when they enjoy themselves." Aesop thought, and I agree with him. Stories with a moral help to make us wiser!"

#### B Choose the best statement.

- 1 Mrs Ayesha Amin liked to tell stories to her students from
  - (a) a story book.
  - (b) her memory.
  - (c) books.
- 2 A moral is the same as a
  - (a) message.
  - (b) fable.
  - (c) story

- 3 'Work hard and don't be lazy' is a  
 (a) story.  
 (b) fable.  
 (c) moral.
- 4 Mrs Amin's students aren't lazy because they have helped to make a  
 (a) school.  
 (b) garden.  
 (c) moral.
- 5 Stories with a moral help to make us wiser, because  
 (a) we can learn better when we are enjoying ourselves.  
 (b) they can make our school better.  
 (c) we can be entertained by them.

### C Make sentences.

Read lists A & B.

List A	List B
tell stories with a moral tell fables teach read from a book teach and entertain	her students people in Greece his friends her class.

Now join Lists A & B to make meaningful and correct sentences about Mrs Amin and Aesop. Begin each sentence with :

either "Mrs Amin/Aesop liked to ....."

or "Mrs Amin/Aesop didn't like to ....."

If necessary, join Lists A & B with 'to.'

**Example :** Mrs Amin liked to tell stories with a moral to her students.

### D Write about yourselves.

What do you like to do (a) after school and (b) during your holidays?

- 1 First make a list like List A in Section C. Then ask and answer each other, like this :

Student 1 : What do you like to do (after school/during your holidays)  
 .....?

Student 2 : I like to ..... . How about you?

Students 3 : I like to ..... . Do you like to do anything else?

- 2 Then use your list to write two paragraphs about yourself<sup>1</sup> :

Paragraph 1 : after school.

Paragraph 2 : during the holidays.

Give your paragraphs a title, like this.

**What I like to do after school and during my holidays.**

1. The Paragraphs can be finished for homework

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**Lesson 3**

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**The Ant And The Grasshopper : Part 1****A Talk about the pictures. Then read the story.**

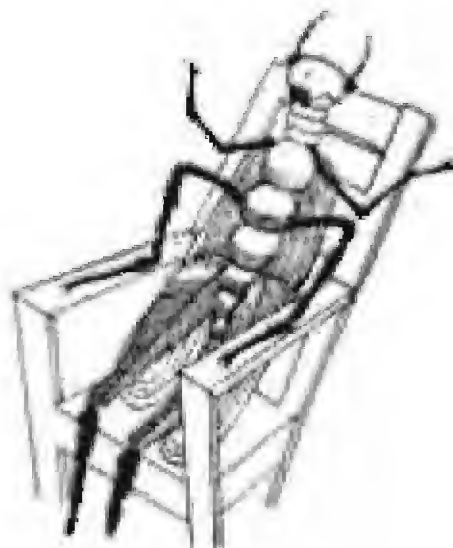
Continued from Lesson 2. Mrs Ayesha Amin starts telling her class a story.



Once upon a time, two farmers, Mr Ant and Mr Grasshopper, lived in the same village near the sea in Greece. They were very good friends, but as you will see, they were very different people. Mr Ant was a very serious, hard-working person. He got up very early in the morning, ate a small breakfast, and then started working on his farm. He worked very hard all day under the hot summer sun. He planted many crops and looked after them carefully. "I like to water my crops

everyday," he told his friend, Mr Grasshopper. "And as soon as they're ready, I like to collect them quickly and put them safely in my house." "Don't you ever stop working?" asked Mr Grasshopper. "When do you eat?"

Oh, I just stop working, eat very quickly, and then start working again," Mr Ant replied. "I don't like to waste any time!" But there's plenty of time!" exclaimed Mr Grasshopper. "What's the hurry? Look at me. Sometimes it's sunny. Sometimes it rains. Let the sun and the rain take care of your crops. Why work? Take a holiday! Enjoy yourself, my friend!"

**B True or false? If false, give the correct information.**

- 1 Mr Ant and Mr Grasshopper were farmers.
- 2 Mr Ant got up early because he was lazy.
- 3 Mr Ant watered his crops every day because he liked to look after them carefully.
- 4 Mr Ant never stopped eating, because he didn't like to waste time.
- 5 Mr Grasshopper had plenty of time, because he was hard-working.
- 6 Mr Grasshopper liked to enjoy himself.

**C Make a list.**

Read the story again and then complete the list of everything Mr Ant does. Begin like this :

- 1 Gets up early in the morning.
- 2 Eats a small breakfast.
- 3 Starts working .....

**D Read the paragraph. The sentences are in the wrong order.**

People also like to have a holiday then and enjoy themselves. But in the winter, it is very cold. In the summer, the weather is sunny and hot there. Colder than in Bangladesh. Many crops grow then and the country side looks green and beautiful. The cold makes the soil as hard as iron, so it is difficult to grow anything. Greece is a country in the south of Europe.

Now write them in the correct order in your exercise book.

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**Lesson 4**

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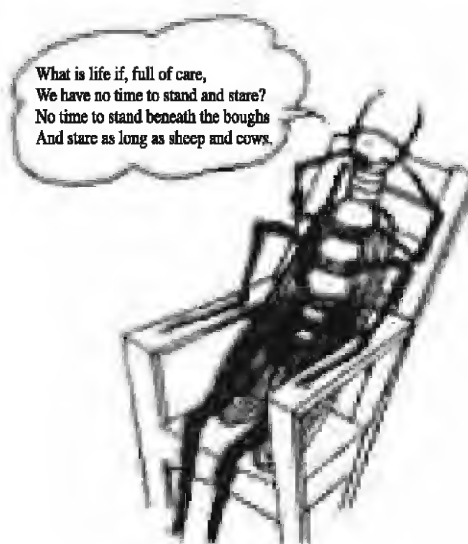
**The Ant And The Grasshopper : Part 2****A Look at the questions and talk about the picture. Then continue reading the story and ask and answer the questions.**

- 1 Who can you see in the picture?
- 2 What is he doing ?
- 3 What kind of things does he like to do?
- 4 What kind of person is he?

Mrs Ayesha Amin continues her story.

Mr Grasshopper didn't like to work during the lovely hot summer days. "It's really not necessary," he told Mr Ant. "Why do you work so hard when there's plenty of food to eat?", Mr Grasshopper asked him. "There's plenty of food now," agreed Mr Ant. "But what about the future?"

"Oh, the future!" exclaimed Mr Grasshopper. "Why do you care about the future, Mr Ant?" It really doesn't exist! Only the present exists!" Mr Grasshopper laughed. Then he started to sing a song. Mr Grasshopper sang very well and Mr Ant stood and listened to him.



"Would you like to sing a song with me?" Mr Grasshopper asked. "Oh, thank you," replied Mr Ant politely. "But I'm afraid I don't know it. What's it called?" "Well, really it's a poem," explained Mr Grasshopper. "It's called 'Leisure', and it's my favourite, because I'm very fond of leisure." Mr Ant laughed loudly.

"But I do work sometimes, you know, Mr Ant," continued Mr Grasshopper more seriously.

"Guess, who wrote the music! Would you like me to tell you?" "Yes, I would," replied Mr Ant. "Was it written by someone famous?" "Yes, that's right," laughed Mr Grasshopper. "It was written by me! And now I'll sing it to you again!"

### B Ask and answer more questions.

First complete the questions and answers . Then ask and answer them.

- 1 ..... didn't Mr Grasshopper like to work? During .....
- 2 ..... didn't he work during the summer? Because .....
- 3 ..... did Mr Ant care about? The .....
- 4 ..... did Mr Grasshopper sing? Very .....
- 5 ..... didn't Mr Ant sing with Mr Grasshopper? Because .....
- 6 ..... was Mr Grasshopper very fond of? (One word only) .....
- 7 ..... did he think was famous? (One word only) .....
- 8 ..... is he going to sing again to Mr Ant? He is .....

### C Make sentences.

Find these sentences in the story.

Would you like to sing my song with me? Would you like to know?

Now match Lists A & B to make 5 similar meaningful questions, like this:

"Would you like (List A) .....?" asked (List B) .....

**Example : 1.** "Would you like to hear one of Aesop's fables?" asked Mrs Amin.

List A	List B
to hear one of Aesop's fables	the blacksmith
to sit down and look at these pictures	Anwar's father
to hear a poem about a blacksmith	Mr Ahmed
us to help you, sir	Mr Salam
to visit a smithy	Mrs Amin

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**Lesson 5**

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**The Ant And The Grasshopper : Part 3****A Talk about picture 1 and continue reading the story.**

Mr Grasshopper sang his song again and then he asked Mr Ant, "Would you like to hear another song? I know many good ones." "Oh, thank you very much," replied Mr Ant politely. "That's very kind of you, Mr Grasshopper, but I really must return to my work now. I've lots of things to do, you know." "Oh, do sit down and relax," said Mr Grasshopper. "Have something to eat or would you like a nice cold drink?"



"Thank you very much," said Mr Ant again. "But I really must go now." So Mr Grasshopper sang another song and Mr Ant returned to his farm and started working again in his fields.

While Mr Ant worked on his farm, Mr Grasshopper sang happily in the warm sun. And when he stopped, he sat and admired the beautiful countryside all around him. He looked at the leaves on the trees, the green fields, and the fishermen's boats on the sea. Then Mr Grasshopper fell asleep. While Mr Grasshopper slept quietly in his chair, Mr Ant continued to work on his farm. For many days, weeks and months, he was busy in his fields. And as soon as his crops were ready, he stored the grain in his granary. So, while Mr grasshopper enjoyed his leisure, Mr Ant worked hard from morning until night.

**B Complete the statements.**

Fill in the gap with one word from the story.

- 1 Mr Grasshopper knew many good -----.
- 2 Mr Grasshopper wanted Mr Ant to ----- with him.
- 3 While Mr. Grasshopper enjoyed his leisure, Mr Ant ----- to his farm.
- 4 Mr Grasshopper ----- the leaves on the trees, the green fields, and the boats on the sea.
- 5 Mr Ant's grain was ----- in his granary.



**C Make sentences.**

- 1 Use the story in section A to complete the sentences about Mr Ant and Mr Grasshopper and write the sentences in your exercise book. Start the sentences with While, like this :

**Example** : 1 While Mr Ant worked on his farm, Mr Grasshopper sang happily

- 1 worked on his farm/sang happily
  - 2 sang another song/returned to his farm
  - 3 slept quietly in his chair/continued to work on his farm
  - 4 enjoyed his leisure/worked hard from morning until night
- 2 Then use your sentences to ask and answer questions about Mr Ant and Mr Grasshopper, like this :
- A What did Mr Grasshopper do while Mr Ant worked on his farm?
- B He sang happily. What did Mr ----- .

**D First talk about the picture. Then complete the dialogue and act it out.**

**Fill in the gaps with meaningful words and phrases.**

- Shopkeeper : Good morning, sir. Would you like me to help you?
- Mr Grasshopper : Yes, please. I would. Have you got any shirts?
- Shopkeeper : Yes, Sir. What kind of .....
- Mr Grasshopper : (Pointing) That green one.
- Shopkeeper : ..... to look at it, sir?
- Mr Grasshopper : Yes, please. I would. Oh dear, it's not big enough.
- Shopkeeper : ..... a larger one, sir?
- Mr Grasshopper : Yes, please, I would. (Mr grasshopper looks at the larger shirt.) Ah, yes, ..... better, Let me try it on.
- Shopkeeper : Certainly, sir.
- Mr Grasshopper : (Mr Grasshopper tries the shirt on) Excellent! I'll .....
- Shopkeeper : Thank you, sir.



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**Lesson 6**

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**The Ant And The Grasshopper : Part 4**

**A** Talk about the picture and look at the questions. Then listen to the story and ask and answer them.

- 1 What is the weather like in Greece in winter?
- 2 Where did Mr Ant stay during the winter?



**B** Now listen to the story again and ask and answer the questions after each paragraph. Then write your answers down in your exercise book.

**Paragraph 1**

- 1 What dropped off the trees during the winter?
- 2 What covered the fields and trees?
- 3 What colour was it?

**Paragraph 2**

- 4 Why did Mr Ant shout out, "Come in!"?
- 5 Who was at the door?
- 6 How did Mr Grasshopper look?

**Paragraph 3**

- 7 Who was foolish?
- 8 Why was he foolish?
- 9 What does Mr Grasshopper have now?

Now listen to the story again and check your answers.

**C Read and match.**

Join Lists A & B to make meaningful and correct sentences starting with "While", like this :

**Example :** 1 While Mr Ant stayed inside his house, it started snowing outside.

List A	List B
Mr Ant stayed inside his house	her students sat and listened
Mr Ant was working	Mr Ant stayed inside his house
Mrs Ayesha Amin told a story	it started snowing outside
Mr Ant was eating his breakfast	Mr Ant thought about the future
Mr Grasshopper was enjoying the summer months	Some one knocked at his door
the weather was cold	Mr Grasshopper did nothing

---

**Lesson 7**


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## The Ant And The Grasshopper : Part 5

**A Talk about the picture and continue to read the story.**

When Mr Grasshopper finished his breakfast, he felt better. "Thank you, Mr Ant, but I must get back to my family now," he said. "My wife and children are also very weak and sick. I'm afraid. We don't have any food in our house now. While you thought about the future and worked hard, I was lazy and thoughtless. Now there isn't any future for me." "Oh, I am sorry, Mr Grasshopper", said Mr Ant.

Mr Ant thought he would tell his wife about his friend. "Can we help Mr Grasshopper, dear,?" he asked her. "Well, I'd like to help your friend," Mrs Ant replied. "But many of our crops have already been sold in order to buy things like fuel, and to pay for our children's school fees. Everything's so expensive nowadays. We've enough for ourselves, but we aren't rich." Mr Ant agreed. "You're right, my dear" he said. "Poor Mr Grasshopper! We can't help him very much."

After some time, the days grew warmer and the earth grew soft, so Mr Ant thought he would start working again in his fields. But where was his friend, Mr Grasshopper, now? Poor Mr Grasshopper wasn't there. His farm was empty and silent.



**B Choose the best statement.**

- 1 Mr Grasshopper and his family were weak and sick because he didn't
  - (a) have a future.
  - (b) have any food.
  - (c) work hard.
- 2 There was no future for Mr Grasshopper because during the warm summer days
  - (a) he was lazy and thoughtless.
  - (b) his family was weak and sick.
  - (c) everything was expensive.
- 3 Mr Ant wanted to help Mr Grasshopper, because Mr Grasshopper
  - (a) was lazy and thoughtless.
  - (b) had a family.
  - (c) was his friend.
- 4 Mr and Mrs Ant couldn't help Mr Grasshopper very much because they needed
  - (a) to sell their crops.
  - (b) to have enough for themselves and weren't rich.
  - (c) fuel for their children's school fees.
- 5 Mr Grasshopper's farm was empty and silent because
  - (a) no one was there.
  - (b) the days were warmer.
  - (c) the soil was soft.

**C Make sentences.**

- 1 First find these sentences in the story. Then use the clues to ask and answer the questions on them.
  - (a) Mr Ant thought he would tell his wife about his friend.
  - (b) Mr Ant thought he would start working again in his fields.
  - 1 What did Mr Ant do first in sentences, (a) and (b) ? First he ..... about something.
  - 2 What did Mr Ant do next in sentence, (a) Then he ..... his wife about his friend.
  - 3 What did Mr Ant do next in sentence (b) ? Then he ..... working again in his fields.
- 2 Then use the table below to write 5 more similar meaningful sentences about Mr Grasshopper, Mrs Ayesha Amin, and Mr Ant, like this.

**Example :** 1 Mr Grasshopper thought he would buy a beautiful green shirt.

buy	his old friend, Mr Grasshopper
tell	his friend some breakfast
sing	a fable to teach a lesson
give	one of Aesop's fables
help	a beautiful green shirt
use	a song for his friend

3 Now use your sentences to ask and answer questions, like this :

**Example :**

Student 1 : What did Mr Grasshopper think he would buy?

Student 2 : A beautiful green shirt. What did Mrs Ayesha Amin think she .....?

**D Write about yourself.**

What do you want to do after school tomorrow? Think of two or three things and write them in your exercise book for homework. Begin like this :

Tomorrow after school, I want to

1 .....

## Lesson 8

# Planning For The Future

**A Read and act out the dialogue.**

Mrs Ayesha Amin has finished her story about Mr Ant and Mr Grasshopper. Now she is talking with her students about it.

Mrs Amin : Did you like Aesop's fable, students?

Students : Oh, yes, madam.

Rina : I liked it very much, but I felt sorry for Mr Grasshopper!

Kishan : Well, it was his own fault! He was so lazy that he didn't do anything to help himself.

Mrs Amin : Yes, that's the moral of the story.

Sarah : Not to be lazy and work hard?

Mrs Amin : Yes, and think about the future. I decided I'd tell you this story, because you've started to plan for the future, just like Mr Ant.

Kashem : Have we?

Mrs Amin : Yes, with your new school garden. You're planting seeds and seedlings now, and in the future you'll have more flowers and lots of lovely vegetables!

**B Ask and answer the questions.**

First complete the answers. (You can use information in Lesson 7 to complete the answers to questions 1 and 2.) Then ask and answer them.

1 Why do you think Rina felt sorry for Mr Grasshopper? .....

Mr Grasshopper ..... weak and .....

- 2 What do you think happened to Mr Grasshopper?  
He .....
- 3 Why was it his own fault?  
..... he was ..... and didn't ..... about the .....
- 4 What is the moral of Aesop's fable "The Ant and The Grasshopper?" Work  
....., don't be ....., and think ..... the .....
- 5 How are Mrs Amin's students like Mr Ant?  
They are like Mr Ant because they are ..... hard and planning .....  
the .....

### C Make sentences.

First find this sentence in the dialogue :

He was so lazy that he didn't do anything to help himself.

Now use the adjectives below, + *so* ----- *that*, to join Lists A and B to make 4 more similar true and correct sentences, like this :

**Example** : 1 This seeds and seedlings were so good that they grew very well.

cold	happy	hard	sick	good
List A		List B		
The seeds and seedlings		nothing could grow		
Mr Grasshopper		she told them a story		
The earth		Mr Ant stayed inside his house		
The weather		they grew very well		
Mrs Amin's students		he died		

Write your sentences in your exercise book for home work.

### D Talk about yourselves.

- 1 First find this sentences in the dialogue and write it out in full in your exercise book.  
I decided I'd tell you this story .....
- 2 Then look at the sentences you wrote about yourself for homework yesterday. (Lesson 7, Section D)
- 3 Now ask and answer questions about your partner, like this.  
Student 1 : What did you decide to do after school today?  
Student 2 : I thought I would ..... What did you decide to do?  
Student 1 : I thought I would ..... What else did you decide to do?
- 4 Ask and answer questions around the class, like this :  
Student A : What did (name of student) ..... decide to do after school today,  
(name of student's partner) .....?  
Student B : (He/she) ..... thought (he/she) ..... would .....

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**Lesson 9**

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**Working For The Future : Part 1****A Talk about the chart and read the passage.**

While Mrs Ayesha Amin told the Class 8 students about Mr Grasshopper and Mr Ant, Mr Anis Ahmed continued to help them with their school garden. "We've planted for the future," he told them. "Here in Bangladesh, we've three kinds of vegetables, summer, winter and all season. It was between winter and summer when I gave you the seeds and seedlings, so we've planted all season vegetables. Look, I'll show them to you."

Mr Anis Ahmed's All-Season Vegetable chart



Mr Ahmed showed the students his all season vegetable chart. "Look here's black colocasia. It has big green leaves and a white root". "Can we eat the leaves?" asked Rina. "No," replied Mr Ahmed. "Only the root. Now this is an eggplant. It's also called a brinjal. It has two names and as you can see, it's quite large. And this is red amaranth and this one is green amaranth. As you can see, the green one's much taller and the leaves are a bit larger too. And this long vegetable is called okra and it's green."

Mr Ahmed's seeds and seedlings were so good and the soil so fertile that the vegetables grew very well. The students saw all their lovely vegetables, as well as some colourful flowers, growing well in their school garden. When they saw their beautiful garden, they were very happy and watered and weeded it regularly.

**B Read and match.**

- 1 First label Mr Anis Ahmed's All-Season Vegetable Chart.
- 2 Then check your chart by pointing and asking and answering questions, like this :
  - A What's this?
  - B It's a (name of vegetable) ..... .
  - C That's right/That's not right. Try again.

**C True or false? If false, give the correct information.**

- 1 The students have planted seeds and seedlings for the future.
- 2 The students were given seeds and seedlings during the winter season.
- 3 People eat the leaves and the root of black colocasia.
- 4 The brinjal is an all season vegetable.
- 5 The vegetables grew very well because they were all-season ones.
- 6 The students were happy because their plants were growing very well.

**D Read the paragraph. The sentences are in the wrong order.**

"He was so lazy that he died." Like Mr Ant, they worked very hard in their school garden. "So he did do something." "We mustn't be lazy like Mr Grasshopper." said Kishan. They regularly weeded and watered it. Mr Anis Ahmed continued to give advice and help to his Class 8 students. "Yes, but he sang and wrote music," said Luna.

Now write them in the correct order in your exercise book.

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**Lesson 10**

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**Mr Anis Ahmed's Story : Part 1****A Talk about the pictures and read the story.**

One sunny morning, Mr Anis Ahmed and his Class 8 students were looking at the tender green plants in their school garden. "They're growing very well," said Mr Ahmed. "But I'm a bit worried about them. "Why?" asked Shahid. "What's the problem?" "Well," Mr Ahmed replied. "Come and sit in the shade of this tree and I'll tell you.

"About ten years ago, my wife and I came to live here in Nurpur. We built a house for ourselves on a nice piece of land and made a garden around it. Then we planted seeds and seedlings in our garden, just like you've done here. We worked so hard that soon



1



our flowers and vegetables were growing very well." "Early one morning, we were eating our breakfast and looking out of the window, when we saw some cows and goats in our garden. We were shocked because they were eating all our young plants. "How long have they been there?" my wife asked. "I don't know," I replied. We quickly ran out into the garden and chased the cows and goats away,

but it was too late. We stood and looked at our garden. "All our lovely young plants have been eaten," we cried.

### B Ask and answer the questions.

Complete the questions and use the clues to answer them.

- 1 ..... was worried about the plants in the school garden?  
(Name only .....
- 2 ..... did he ask the students to do?  
Go and ..... and listen .....
- 3 ..... have Mr Ahmed and his wife been living in Nurpur?  
For .....
- 4 ..... did their plants grow so well?  
Because .....
- 5 ..... were they shocked when they looked out of their window?  
Because .....
- 6 ..... did they do then?  
They ran ..... and .....



### C Make sentences.

What did Mr Anis Ahmed and his wife do? Read and match Lists A & B, then use the adverbs below and *so* ..... *that* to describe what they did, like this :

**Example :** Mr Anis Ahmed and his wife

1 built their house so well that it was very comfortable.

**cheaply    well    quickly    hard    regularly**

List A	List B
built house	they were able to buy a lot of them
ran out into the garden	it was very comfortable
watered their plants	the cows and goats were frightened
bought the seeds and seedlings	it soon looked very beautiful
worked in their garden	they grew very well

Write your sentences in your exercise book for homework.

#### **D Complete the paragraph.**

Fill in the gaps with the words below and use the correct form of the verbs:

**entertain    remember    tender    seedlings    hard    smithy**

Anwar is telling his father about his teacher, Mr Ahmed.

“Our general science teacher, Mr Ahmed, is a very kind man. About a month ago, he took us to a ..... I told you all about it. Do you ..... father? Now he’s helping us with our school garden. He’s given us a lot of ..... as well as seeds and we’ve all worked so ..... that already we’ve a lot of ..... young plants. Yesterday Mr Ahmed ..... us with a story about his own garden.”

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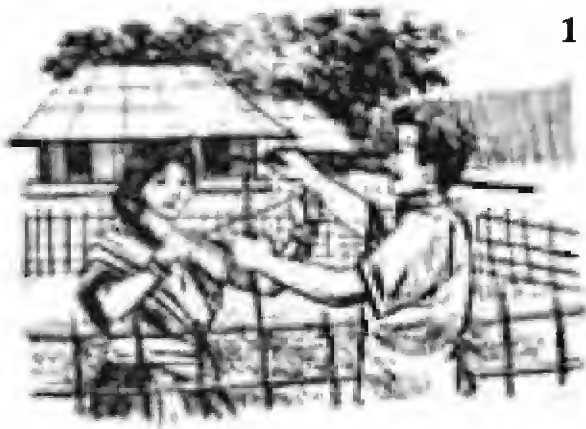
## Lesson 11

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### Mr Anis Ahmed’s Story : Part 2

#### **A Talk about the pictures and look at the questions. Then listen to the story and check your answers.**

- 1 Mr Anis Ahmed and his wife had a problem. What was it?
- 2 What did they have to do? (You can find clues in the pictures and in Unit 1, Lesson 4, Section C).



1



2



3



4

**B Now listen to the passage again and ask and answer the questions on the pictures.**

Picture 1

- (a) Who can you see?
- (b) What are they doing?
- (c) Why are they doing it?

Picture 2

- (d) What are they doing now?
- (e) Where are they doing it?
- (f) What did they do first?

Picture 3

- (g) What are they doing now?
- (h) Where are they doing it?
- (i) Why are they doing it?

Picture 4

- (j) What are they looking at now?
- (k) Why are they shocked?

Now listen to the story again and check your answers.

**C Complete the sentences.**

Use words that you have heard in the story to complete the sentences.

- 1 Mr Anis Ahmed and his wife had to make a bamboo ..... around the ..... of their garden to keep the cows and goats out.
- 2 A thorny ..... is stronger and more permanent than a ..... .
- 3 Because of the hot ..... and heavy rain, Mr Anis Ahmed and his wife ..... to cover their tender young plants with.
- 4 "Who's been ..... the tender green ..... this time?" asked Mr Anis Ahmed's wife.

Now listen to the story again and check your sentences.

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## Lesson 12

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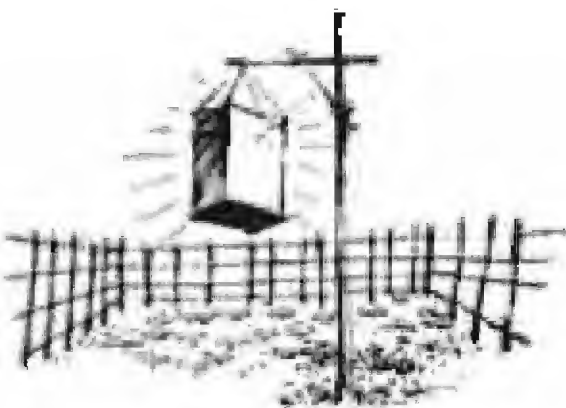
### Mr Anis Ahmed's Story : Part 3

**A Talk about the pictures and read the story.**

Mr Anis Ahmed continues his story.

"If we want to know who this new enemy is, we'll have to watch our plants carefully," I said. "Yes," my wife agreed. "But the enemy won't come if we stay here. We'll have to hide in the house. So we hid inside our house, looked out of the window and waited.

"Suddenly we noticed something small. It flew down from the bough of a tree on to one of our plants. It was a bird and it started eating a small green leaf. "So that's our enemy!" we exclaimed.



Soon there were three or four birds all eating our lovely plants. Then we ran quickly out of the house and frightened the birds away."

"Now what can we do?" I asked. "We can't stand here and watch our plants all day!" "Well, if we don't want the birds to eat all our plants, we'll have to make something to scare them away," my wife replied. "We can use bamboo and an old tin to make it." So we tied a chain to an old kerosene tin and put some small pieces of metal into it. Then we tied the

tin to the top of a bamboo pole. Sometimes the wind blew. Sometimes we pulled the chain. When the tin moved it made a loud noise. Then the birds flew away and again our plants were safe!

**B Ask and answer the questions.**

- 1 Who was the new enemy (In Mr Anis Ahmed's story : Part 3)?
- 2 Who was the old enemy (In Mr Anis Ahmed's story : Part 2)?
- 3 Why were they called 'enemy'?
- 4 What is the enemy doing in picture 1?
- 5 What things can you see in picture 2?
- 6 Who made it?
- 7 Why did they make it?

**C Make sentences.**

- 1 First write the 3 sentences in the table in your exercise book.

We'll have to	watch our plants carefully. hide in the house. make something to scare the birds away.
---------------	--

- 2 Now find them in the story in Section A, and ask and answer these two questions.

- (a) Which sentence in the table is different from the sentence in the story?
- (b) Why is it different?

- 3 Then complete the dialogue and act it out.

Student 1 What did Mr Anis Ahmed and his wife have to do?

Student 2 They had to watch ..... plants carefully. What else did they ..... ?

Student 1 They ..... . What else did they have to do?

Student 2 They ..... .

**D Read and match.**

Use Lists A & B to make meaningful and correct sentences. Begin every sentence with 'If we want to,' and join them with 'we'll have to get,' like this :

**Example : 1** If we want to make a fence, we'll have to get some bamboo.

List A	List B
make a fence	a book
grow plants	a vase and some flowers
build a house	some wood and metal
read a fable	some bamboo
make our classroom look beautiful	seeds and seedlings
make a spade	a piece of land

Write the sentences in your exercise book for homework.

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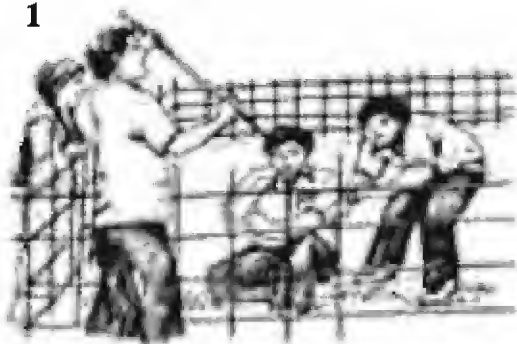
**Lesson 13**

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**Working For The Future : Part 2**

**A** Talk about the pictures and ask and answer the questions on them. You can use the information in Mr Anis Ahmed's story in Lessons 10 -12

1



2



3



4



- 1 Who can you see in all the Pictures?
- 2 What are they making in Picture 1?
- 3 What are they making it out of?
- 4 Why are they making it?
- 5 What are they planting in Picture 2?
- 6 Why are they planting it?
- 7 What are they putting over the seedlings in Picture 3?
- 8 Why do the seedlings need shade?
- 9 What are they making in Picture 4?
- 10 Why are they making it?

**B** Write a story.

Use the picture and your answers to the questions in Section A to write two or three paragraphs about how the Class 8 students worked for the future. The first paragraph is written for you.

The Class 8 students enjoyed Mr Anis Ahmed's story very much. "Thank you very much. We've learnt a lot", they said. "Now we're keen to follow your example and work for the future. If we want our garden to look beautiful, we have to make a fence, plant a hedge, cover the seedlings with mats, and make a scarecrow to scare away the birds." "That's right", said Mr Anis Ahmed.

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**Lesson 14**

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**A Little Plant****A Talk about the pictures. Then read and listen to the poem**

In the heart of a seed  
Buried deep, so deep,  
A dear little plant  
Lay fast asleep.

"Wake!" said the sunshine,  
"And creep to the light."  
"Wake!" said the voice  
Of the raindrops bright.



The little plant heard,  
And rose to see  
What the wonderful  
Outside world might be.

**B Ask and answer the questions.**

- 1 Where is the little plant sleeping?
- 2 Who spoke to the little plant?
- 3 What did they want the little plant to do?
- 4 What two things do plants need in order to grow?
- 5 Which word in the poem means "grew"?

**C Read the paragraph. The sentences are in the wrong order.**

After three or four weeks, the flowers and vegetables were quite tall. He lived in a house beside the school. Then the school garden looked very beautiful. He weeded the soil and watered the young plants. He looked after it every day. When Mr Anis Ahmed and his Class 8 students went home, the school garden was looked after by him. Bahadur was the friendly old bearer at Nurpur High School.

Now write them in the correct order in your exercise book.

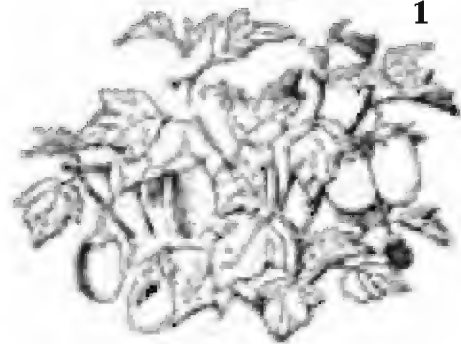
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**Lesson 15**

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**Who Stole The Eggplants : Part 1****A Talk about the pictures and read the story.**

"Our school garden looks so beautiful that everyone admires it," Rina told her mother one day. "Would you like to see it too?" "Yes, I would," Mrs Rehana Salam replied. "Oh! good," exclaimed Rina, "Then I'll show you everything, but I especially want to show you our eggplants. They look like lovely green balls now." So the next day, Mrs Salam went to her daughter's school and Rina and her friends showed her round the school garden. First she saw the new bamboo fence. Then she saw the scarecrow as well as the plants.



Eggplant



"You and your teacher have worked very hard," Mrs Salam said. "And now your school garden looks like a paradise!" "But you haven't seen our eggplants yet," said Rina. "They look lovely! Come and see!"

Rina and her friends took Mrs Salam to see the eggplants. "Here they are," said Rina, and she pointed to the eggplants, but the lovely green balls were gone. Rina and her friends were shocked. "Someone's stolen them!" exclaimed Luna. "We must tell Mr Ahmed at once." When Mr Ahmed came, he was shocked too. "We'll have to ask Bahadur," he said. "He may know something about it."



**B Choose the best statement.**

- 1) Rina wanted to show her mother the eggplants because everyone admired .....
  - (a) her.
  - (b) them.
  - (c) it.
- 2) Mrs Salam saw the ..... first.
  - (a) fence
  - (b) scarecrow
  - (c) plants
- 3) Rina and her friends were shocked because the eggplants were .....
  - (a) green.
  - (b) lovely.
  - (c) gone
- 4) Luna thinks ..... has stolen the eggplants
  - (a) Someone
  - (b) Mr Ahmed
  - (c) nobody
- 5) Bahadur ..... know something about the stolen eggplants.
  - (a) did might
  - (b) might
  - (c) had to

**C Make sentences.**

1 First make meaningful, correct sentences from the table, like this :

**Example : 1** The scarecrow looked like an old man.

The scarecrow	looked like	a paradise
The eggplants		an old man
The little plant		lovely green balls
The school garden		ghosts
The shocked students		a small baby

- 2 Then find two similar sentences in the story in Section A.
- 3 Now check your sentences by asking and answering questions about them, like this :
 

Student 1: What did the scarecrow look like?

Student 2: An old man. What did the eggplants look like?
- 4 Write your sentences in your exercise book for homework.

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**Lesson 16**


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## Who Stole The Eggplants : Part 2

**A Read the dialogue and act it out.**

The story is continued from Lesson 15.

Mr Ahmed : Ah, Bahadur. Look, all the eggplants have gone. What do you know about it?

Bahadur : Nothing, sir. Perhaps some cows or goats have eaten them.

Shahid : That's not possible. We've got a fence.

Bahadur : Well, maybe some birds have eaten them.

Mrs Salam : That's impossible too. They've got a scarecrow.

Bahadur : How about insects?

Mr Ahmed : No, Bahadur. The eggplants haven't been eaten by cows, goats, birds or insects. They've been stolen!

Mrs Salam : By a thief!

Rina : We can protect our garden from animals with a fence and birds with a scarecrow. But how can we protect it from thieves?

Mr Ahmed : Well, there is one thing. It's called honesty. I'll tell you a story about it.

**B True or false? If false, give the correct information.**

- 1 Animals weren't able to eat the eggplants because there was a scarecrow in the garden.
- 2 The eggplants weren't eaten by animals.
- 3 A fence protected the garden from insects.
- 4 Mr Anis Ahmed agreed with Bahadur.
- 5 Mr Anis Ahmed wants to tell a story about honesty.

**C Write and say sentences.**

- 1 Find the sentences in List A in the dialogue in Section A.
- 2 Then write them out in full in list B. The first one is done for you.

List A	List B
1 That's not possible :	= That is not possible.
2 We've got a fence.	= -----
3 They've been stolen!	= -----
4 It's called honesty.	= -----
5 I'll tell you a story about it.	= -----

- 3 Now practise saying the sentences in Lists A & B, and ask, "List A or B?", like this :

Student 1 : That is not possible. List A or B?

Student 2 : List B.

**D Ask and answer questions.**

- 1 First find sentence (i) below in the dialogue in Section A :  
 (i) Perhaps some cows or goats have eaten them.  
 Then complete these statements about it :  
 (ii) ..... is talking. He is talking about ..... and .....  
 ..... He thinks they have eaten the .....
- 2 Now find sentence (iii) below in the dialogue in Section A :  
 (iii) The eggplants haven't been eaten by cows, goats and .....  
 Then complete these statements about it.  
 (iv) ..... is talking. He is talking about the .....
- 3 Underline the verb in sentences (i) & (iii) above and explain the difference between them.
- 4 Now act out the dialogue again.

## Lesson 17

# Honesty Is The Best Policy : Part 1

**A Talk about the picture and ask and answer the questions. Then read the story.**

- 1 Who is telling the story?
- 2 Why is he telling it?

Mr Anis Ahmed is telling a Story to Mrs Rehana and his Class 8 students.

Once upon a time there lived a poor man called Suruj Ali. He was an honest, hardworking man and looked after a large mango orchard. The owner of the orchard, Hamidur Rahman, was a very rich man.

One day some of Hamidur Rahman's friends came to visit him. It was during the summer season when the mangoes were ripe. So Hamidur Rahman asked Suruj Ali to pick some of the ripe mangoes and give them to his friends.



Suruj Ali

Suruj Ali went to the orchard and carefully picked some nice, large mangoes. Then he gave them to his master. When Hamidur Rahman and his friends started eating them, Hamidur Rahman said, "These mangoes don't taste sweet. They're sour! How can we eat them?" So he called Suruj Ali back and asked him to take the sour mangoes away and bring some sweet ones from his orchard.

**B Ask and answer the questions.**

- 1 What was Suruj Ali's occupation?
- 2 Who was the owner of the mango orchard?
- 3 When were the mangoes ripe?
- 4 Why did Hamidur Rahman ask Suruj Ali to pick some mangoes?
- 5 How did the mangoes taste?
- 6 Why did Hamidur Rahman call Suruj Ali back?

**C Read and make sentences.**

Make correct and meaningful sentences from the table, like this :

**Example : 1** The headmaster asked Bahadur to look after the school garden.

The headmaster		her mother		pick some ripe mangoes.
Hamidur Rahman	asked	Suruj Ali	to	take the sour mangoes away.
Rina		Bahadur		look after the school garden.
				admire the eggplants.
				see the school garden.

**D Read and make more sentences.**

- 1 Find two sentences in the story in Section A similar to the ones in Section C.
- 2 Which word in these sentences in the story means the same 'as a result'?  
Now write out both sentences in your exercise book using 'As a result ..... '

**E Ask and answer more questions.**

Read the story again and ask and answer the questions.

- 1 What is the message or moral of the story in Section A?
- 2 What other story in this textbook has a message or moral?
- 3 What is the message or moral of that story?

Now write your answers in your exercise book.

## Lesson 18

### Honesty Is The Best Policy : Part 2

#### A Talk about the pictures.

1 First ask and answer the questions on Picture No. 1.

1 Who can you see in the picture?

2 Where is he?

3 What is he doing?

2 Then ask similar questions about Picture No. 2.



#### B Ask and answer questions.

First look at the questions. Then listen to the story and complete the answers.

1 Why did Suruj Ali pick more mangoes? Because the mangoes he ..... before weren't .....

2 Why did his master shout at him? Because the ..... he picked the second time were .....

3 Who did Hamidur Rahman feel ashamed of? (Name only) .....

4 Who felt proud of Suruj Ali? (Name only) .....

5 How did he reward him? With a .....

6 What did he reward him for? For his .....

Now check your answers by first listening to the story again, and then asking and answering the questions with your partner.

#### C Make sentences.

1 Use the table to make meaningful and correct sentences like this :

**Example :** 1 Suruj Ali thought that the mangoes were sweet.

2 He knew that .....

Suruj Ali	thought knew didn't know didn't think	that which	the mangoes were sour. honesty was the best policy. mangoes were sweet. the mangoes were sweet. mangoes were sour. his honesty would be rewarded.
-----------	--	---------------	--

- 2 Check your sentences by asking and answering questions, like this :  
Student 1 : What did Suruj Ali think?  
Student 2 : He thought that the mangoes were sweet. What did he know?  
Student 1 : He knew that .....
- 3 Write 5 of your sentences in your exercise book for homework.

---

## Lesson 19

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### Honesty Is The Best Policy : Part 3

**A** Talk about the picture and read the passage.



While Mr Anis Ahmed was telling his story, Mrs Rehana Salam, Bahadur and the Class 8 students listened attentively. When he finished, Mrs Salam said, "Thank you, Mr Ahmed. Rina's right. You can certainly tell excellent stories! Now we all know about honesty and that it's the best policy." Yes, and I think Bahadur's just like Suruj Ali!" exclaimed Anwar. "Because he looks after our school garden!"

Everyone turned to look at Bahadur, but he wasn't smiling. He opened his mouth to say something, but nothing came out. "What's the matter, Bahadur?" asked the students. "Are you feeling sick? You look as pale as a ghost!"

"Okay, everyone," said Mr Ahmed. "You can go now. It's been very nice seeing you, Mrs Salam. Thanks for coming to see our school garden. I hope you've enjoyed looking around it." "Oh, yes. Thank you very much, Mr Ahmed," Mrs Salam replied. She knew that Mr Ahmed wanted to discuss something with Bahadur alone. "Come along Rina," she said.

**B Ask and answer the questions.**

Complete the questions. Then check them by asking and answering them.

- 1 Q ..... was Rina .....?  
A Because Mr Ahmed could tell excellent stories.
- 2 Q ..... did ..... turn to ..... at .....?  
A Because Anwar spoke about him.
- 3 Q ..... did ..... open his .....?  
A In order to speak.
- 4 Q ..... did Mr Ahmed ..... for coming to ..... the school garden?  
A Mrs Salam.
- 5 Q ..... did Mrs Salam ..... her daughter to ..... along?  
A Because she knew that Mr Ahmed wanted to speak with Bahadur alone.

**C Ask and answer questions about what you know.**

- 1 First write down 3 things that you know about another country, like this:

**Example : Holland :**

- 1 Holland is a European country.
- 2 The capital city is Amsterdam.
- 3 People from there are called Dutch.

- 2 Then take it in turns to ask and answer questions, like this:

Student 1 : What country do you know about?

Student 2 : Holland.

Student 1 : What do you know about it?

Student 2 : It's a European country.

Student 1 : What else?

Student 2 : The capital city's Amsterdam.

Student 1 : What else?

Student 2 : People from there are called Dutch.

**D Write a paragraph about what your partner knows. Begin like this:**

(Name of partner) ..... knows about .....

## Lesson 20

### Honesty Is The Best Policy : Part 4

**A Look at the questions. Then read the dialogue and answer them. Then act the dialogue out.**

- 1 Who stole the eggplants?
- 2 How did Mr Ahmed know?
- 3 Why did Mr Ahmed reward the thief ?

Continued from Lesson 19. Mr Anis Ahmed is talking to Bahadur in the school garden.

- Mr Ahmed : Now, Bahadur. While I was telling the story, you were getting more and more nervous and now you're looking very pale. What's the matter?
- Bahadur : Nothing, sir.
- Mr Ahmed : There's definitely something, Bahadur. What is it?
- Bahadur : Please pardon me, sir. I stole the eggplants last night.
- Mr Ahmed : Yes, Bahadur, I knew it was you, but I didn't want to embarrass you in front of Mrs Salam and the students.
- Bahadur : Thank you, sir. I'm very grateful and I'm really very sorry. I'll never do such a thing again in my life.
- Mr Ahmed : I believe you, Bahadur, and I'm glad you've been honest with me. Because you've told me the truth, I won't tell anyone about this. Nobody will know about it, and I'll forget it.

**B Complete the statements.**

- 1 ..... got more and more nervous ..... Mr Ahmed was telling the story.
- 2 ..... Mr Ahmed spoke to him, ..... looked very .....
- 3 Bahadur was ..... to Mr Ahmed, because he did not want to ..... him in front of the other people.
- 4 Bahadur was sorry, because it isn't ..... to ..... things.
- 5 Bahadur wasn't ..... when he ..... the eggplants but he was honest when he told the .....
- 6 Bahadur was rewarded by Mr Ahmed ..... he told the truth and was .....

**C Make sentences.**

Make correct and meaningful statements. Begin each statement with 'When' or 'While', like this :

**Example :** 1 When Hamidur Rahman knew about Suruj Ali's honesty, he felt proud of him.

List A	List B
Hamidur Rahman knew about Suruj Ali's honesty	he knew that the Class 8 students were sleeping
Bahadur was stealing the eggplants	he took them away quickly
Mr Ahmed was telling the story	he felt proud of him
Suruj Ali knew that the mangoes were sour	she notice that the eggplants were gone
Mrs Salam visited the school garden	he was watching Bahadur's face



## Unit Three : Growing Up

### Lesson 1

## Visitors

#### A Talk about the picture and read the story.

It was a nice warm evening in March. Anwar was reading a book in his bedroom at home, when his mother called him. When Anwar went downstairs, he found his mother with some visitors in the living room. "Some people have come to see your father," Mrs Latifa Begum explained. "Look after them for a few moments, dear, while I go and get your father," She said. Then she left the room.



Suddenly Anwar felt embarrassed and shy. All his father's visitors were grown ups. "I'm not an adult, because I'm only thirteen," Anwar thought to himself. "So how can I look after all these grown-up people?"

Anwar felt he had to say something interesting. "I'm not a child and in my class at school we talk about many interesting things," he thought. Anwar smiled at the visitors, but he felt confused. "I'm neither a grown-up nor a child," he thought. "So what am I?" Anwar didn't know. He felt strange and couldn't think of anything to say. So he said nothing.

After a few minutes, his mother returned with his father and Anwar was able to relax again. Nobody looked at him any more and he could enjoy himself. Now he felt neither embarrassed nor shy. "But I'll discuss my feelings with my mother some time," Anwar thought to himself, "Because I still feel confused about them."

**B Choose the correct statement.**

- 1 When Anwar went into the living room he said
  - a) "I'm not a child and in my class at school we talk about many interesting things."
  - b) "I'm neither a grown-up nor a child."
  - c) nothing.
- 2 Mrs Latifa Begum left the room in order to
  - a) find her husband.
  - b) look after the visitors.
  - c) call Anwar.
- 3 Anwar felt embarrassed and shy because he was
  - a) only twelve years old.
  - b) a student.
  - c) with adults.
- 4 Anwar thinks that a thirteen year old is
  - a) an adult.
  - b) neither an adult nor a child.
  - c) a child.
- 5 Anwar was able to relax and enjoy himself because he was
  - a) with his parents.
  - b) feeling confused.
  - c) looking at the visitors.

**C Make sentences.**

- 1 First find these sentences in the story :  
I'm neither a grown-up nor a child.  
Now he felt neither embarrassed nor shy.
- 2 Now use the table to write similar, meaningful sentences, like this :

**Example : 1** Mrs Latifa Begum was neither young nor old.

Mrs Latifa Begum			morning		a child.
Anwar	was	neither	hot		shy.
It			embarrassed	not	afternoon.
			young		cold.
			a grown-up		old.

**D Read the paragraph. The sentences are in the wrong order.**

"I know," he said. They liked to help Anwar with his work too. "I learn a lot from my parents, as well as from school." His father and mother were also fond of reading. "Not everyone is as lucky as you, Anwar," Mrs Ayesha Amin once told him at school. Anwar enjoyed reading story books. Anwar was lucky to have such helpful parents.

Now write them in the correct order in your exercise book.

---

## Lesson 2

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# Responsibilities

### A Read and act out the dialogue

Anwar and his mother, Mrs Latifa Begum are talking to each other.

Anwar : Mother, do you remember those visitors? They came here last Wednesday evening.

Mother : Yes, dear.

Anwar : Well, you asked me to look after them, but I felt shy and embarrassed.

Mother : Did you? Why?

Anwar : Because I wasn't an adult like them.

Mother : Well, you're certainly not a child, Anwar.

Anwar : I know, mother. But if I'm neither an adult nor a child, what am I?

Mother : Well, you're a teenager. Or, if you like, a young person.

Anwar : I see. So when will I become an adult?

Mother : When you have more responsibilities, dear.

Anwar : What kind of responsibilities?

Mother : Having a job and earning money, so you can look after other people as well as yourself. You know, you become an adult when you're 18.

### B Complete the paragraph.

Use the dialogue to fill the gaps in the paragraph.

Last Wednesday evening some ..... came to Anwar's house. He felt ..... and ..... when he was with them, because he wasn't an ..... like them. Anwar is ..... a child ..... an adult. He's either a ..... or a young person. One day he will have more ..... . Then he'll be an adult.

### C Make a dialogue about yourselves.

1 First read the dialogue and act it out.

Luna : What responsibilities do you have at home, Rina?

Rina : Oh, I look after the chickens and water the plants in our garden. Sometimes I look after my young brother, Tunu, too. How about you, Luna?

Luna : Well, I help my mother to clean the house and I also look after my young sister, Nova. And sometimes I help cook, too.

2 Then ask and answer similar questions about your own responsibilities at home.

3 Now write your dialogue out in your exercise book. You can finish it for homework.

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**Lesson 3**


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## The Accident : Part 1

### A Talk about the picture and read the story.

One afternoon, when Anwar and Kashem were walking home together, they noticed a small crowd near the college pond. "What are all those people looking at?" asked Kashem. "I don't know," replied Anwar. "Let's go and see."

So the two boys walked quickly over to the crowd of people. They were all looking at an old lady. "Look," said Kashem. "There's been an accident. That poor old lady's fallen down and hurt herself. What shall we do?" "I know her," said Anwar. "It's Rina's grandmother! Look, you stay here and I'll run to Rina's house and call her mother. She'll be home from work by now. It's not far from here." So Anwar ran off and soon reached Rina's house. Mrs Salam was reading a magazine, when Anwar knocked on the door.



"Hello, Anwar," said Mrs Salam. "Why have you been running?" "Rina's grandmother's just fallen over near the college pond and hurt herself!" Anwar explained. "What! My mother?" asked Mrs Salam. "Yes, I'm afraid so," Anwar replied. "Shall we go and help her, Mrs Salam?" "Yes, of course," Mrs Salam replied. "I'll just write a short note for Rina and leave it with the house keeper. Then we'll go."

### B Ask and answer questions.

- 1 What did Anwar and Kashem see near the college pond?
- 2 Who had an accident?
- 3 What happened to her?
- 4 Who knew her?
- 5 Why did he run to Rina's house?
- 6 Where was her house?

### C Complete the table.

Fill in the gaps in the table rewriting the sentences using contraction where necessary.

A	B
1 -----	1 Let us go and see.
2 There's been an accident.	2 -----
3 -----	3 I will run to Rina's house.
4 She'll be home from work by now.	4 -----
5 -----	5 It is not far from here.
6 I'll just write a short note for Rina.	6 -----

**D Complete the dialogue. Then act it out.**

Fill in the gaps with either "shall/will"

While Anwar and Kashem were walking to the college pond, they were talking to each other.

- Anwar : Have you ever been to Dhaka, Kashem?  
 Kashem : No, but I'd like to go there ----- we go there together some time?  
 Anwar : I'd like to, but ---- my father let us? I don't think so.  
 Kashem : Because we're not old enough?  
 Anwar : Yes, but I ----- discuss it with him ----- you ask your father too?  
 Kashem : I will. Where ---- we stay, Anwar? Do you know anyone in Dhaka?  
 Anwar : Well, I've got one or two relatives there ----- we stay with my Uncle Hamidur? I think he's got a house in Dhanmondi. I -----  
 ---- ask my father about it this evening.

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### Lesson 4

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## The Accident : Part 2

**A Talk about the pictures and look at the questions. Then listen to the story and answer them.**

- 1 What did Mrs Rehana Salam do before she went to the college pond with Anwar?
- 2 What was her mother's name?
- 3 Where did she want to take her mother?

1



2

**B Complete the statements.**

Now listen to the story again and fill in the gaps in the statements after each paragraph.

**Paragraph 1**

- 1 Mrs Salam gave a ----- to her house keeper. It was for her -----

**Paragraph 2**

2 Mrs Murshed lay on her ----- . She was ----- .

3 A lady was ----- Mrs Murshed's ----- with a cool damp cloth.

**Paragraph 3**

4 Mrs Salam, Anwar and Kashem took Mrs Murshed to the ----- in a ----  
----- .

**C Ask and answer questions about the pictures.**

Ask and answer questions like these on pictures 1 & 2

- 1 What is happening in the picture?
- 2 Who is this person?
- 3 What is he/she doing?
- 4 Why is he/she lying down/doing that?

**D Make statements.**

Join Lists A & B with 'when' and use the correct form of the verb in brackets to make correct and meaningful statements, like this:

**Example :** 1 When Anwar knocked on the door, it was opened by Mrs Salam.

List A	List B
Anwar knocked on the door	she was (give) ----- a note.
they were all on the pushcart	Mrs Murshed was (lift) ---- onto it.
Rina came home from school	it was (open) ----- by Mrs Salam.
Mrs Murshed arrived at the	The were (take) ----- to the hospital.
hospital	she was (look) ----- after by a nurse.
the pushcart arrived	

## Lesson 5

# Looking After Tunu

### A Talk about the picture and complete the note.

Fill in the gaps in Mrs Salam's note to Rina with the following words :

**help                      the house keeper                      chickens                      accident                      hurt**

**When Rina arrived home from school, she was given a note.**

Dear Rina,

Your grandmother has just had an ..... .  
She fell over and ..... herself by the college pond. Anwar has just come to tell me and now we're going to ..... her. I'll be back soon. Please feed the ..... and water the plants. Then you can tell the ..... to go home. Look after Tunu carefully until I come home.

With love from  
Mother



### B Make sentences.

- 1 First use the table to make correct and meaningful sentences, like this :

Anwar told Kashem to stay and help Mrs Murshed.

Mrs Salam		Rina		go home.
Rina	told	the pushcart wala	to	stay and help Mrs Murshed.
Anwar		Kashem		look after her younger brother.
		the house keeper		give the note to Rina.
		the aunt		go to the hospital.

- 2 Then write the sentences in your exercise book.

- 3 Now check your sentences by asking and answering questions, like this :

Student 1 : What did Anwar tell Kashem?

Student 2 : To stay and help Mrs Murshed. What did Mrs Salam tell ..... ?

**C Write a paragraph.**

1 First talk about the pictures

1



2



3



2 Then write about Rina. Describe her activities. Begin like this and use the clues provided :

Rina went into the garden and began to .....  
 While the chickens ....., the aunt ..... Tunu,  
 Then Rina ..... "The chickens  
 ..... and the plants .....  
 she told the house keeper. "Now you ....."  
 Then Rina ..... Tunu was .....  
 because he liked .....

---

## Lesson 6

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### Behaving Responsibly

**A Talk about the picture and read the story.**

Continued from Lesson 5 :

Rina told Tunu a true story about a young Bangladeshi girl and an English lady. It was an interesting story, so Tunu didn't worry about his mother. The story lasted for about half an hour until their parents came home. When Rina finished, Tunu said, "If you wrote your stories down, you'd become a famous writer."

When her parents returned together, Rina was surprised. "Where did you meet?" she asked them. "At the hospital," replied Rina's father. "I told Anwar to fetch your father from the office," Rina's mother explained. "He and Kashem have been so helpful." "And so have you, Rina," added her father. "In fact all you young people have behaved very responsibly today and we feel very proud of you."





"But how's grandmother?" asked Rina. "Did you take her to the hospital?" "Yes, she's at the hospital now. She hurt herself quite badly, so she'll probably have to stay there for about a week," her mother replied. "If you visited her on your way home from school, Rina, she'd be very happy." "Of course I will," Rina replied. "I'll visit her every day!"

**B True or False? If false, give the correct information.**

- 1 The true story was interesting.
- 2 Rina was a famous writer.
- 3 Rina's mother told her husband to fetch Anwar.
- 4 Anwar, Kashem and Rina were proud.
- 5 Rina's grandmother had to stay in the hospital for about a month.

**C Make sentences.**

- 1 First find these sentences in the story in Section A and answer the questions on them:
  - a) "If you wrote your stories down, you'd become a famous writer."
    - i) Who could become a famous writer, if she wrote her stories down?
    - ii) Have the stories been written down yet?
    - iii) Write the sentence again using the long form of "you'd".
  - b) "If you visited her on your way home from school, Rina, she'd be very happy."
    - i) Who would be very happy if Rina visited her on her way home from school?
    - ii) Has Rina visited her grandmother yet?
    - iii) Write the sentence again using the long form of "she'd".
- 2 Now use Lists A & B to make similar correct and meaningful sentences about Rina starting with 'If', like this :

**Example : 1** If Rina had some money, she could go to the hospital in a rickshaw.

List A	List B
had some money	they would die.
visited her grandmother after school	she could go to the hospital in a rickshaw.
every day	she would get more eggs.
wrote her stories down	she could become famous.
didn't water the plants regularly	she would be very happy.
had more chickens	

- 3 Then check your sentences by asking and answering questions, like this :
 

Student 1 : What could Rina do if she had some money?

Student 2 : Go to the hospital in a rickshaw. How would her grandmother feel if she .....

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**Lesson 7**

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**Young Heroes****A Talk about the picture and read the story.**

Continued from Lesson 6.

Mrs Siddiqua Murshed was very happy when Rina and her friend, Luna, visited her at Nurpur Hospital after school. Anwar and Kashem also visited her on their way home



from school. Everyone at their school knew about Mrs. Murshed's accident. Mrs Ayesha Amin spoke to her class about her young heroes. "I feel very proud to have such grown-up young people in my class," she said. "You have behaved very responsibly. If there were more people in the world like you, I think the world would be a much better place!"

Mr Anis Ahmed told Rina to take some fresh flowers and vegetables from the school garden for her grandmother. "Would you and Luna like to use your baskets?" he asked. "If you did, you'd be able to carry more." So the two girls carried the flowers and vegetables to Rina's home in their baskets and Mrs Rehana Salam cooked the vegetables for her mother. "Mr Ahmed's a very kind teacher," Mrs Salam said. "Would you like to give him some of our nice, fresh eggs, Rina?" "Oh, yes," Rina replied. "That's a very good idea! Shall I give him some tomorrow?" "Yes, if we've got enough," her mother replied. "I'll remind you about it in the morning."

**B Ask and answer questions.**

- 1 How many people (in the passage) from Nurpur High School visited Mrs Murshed in hospital?
- 2 Who were the 'young heroes'?
- 3 Why were they called 'young heroes'?
- 4 When are young people 'grown-up'?
- 5 How could the world be 'a much better place'?

- 6 Why did Mr Ahmed tell Rina and Luna to use their baskets?
- 7 Who were the flowers and vegetables for?
- 8 What was Mrs Salam's 'good idea'?

**C Ask and answer questions.**

- 1 Find these questions in the story in Section A.  
 "Would you and Luna like to use your baskets?"  
 "Would you like to give him some of your nice, fresh eggs, Rina?"
- 2 Then make similar, meaningful questions from the table, like this :

**Example :** 1 Would you like to swim in the sea?

Would you like to	work	a picture?
	swim	to England?
	paint	some chicken curry?
	go	in the sea?
	eat	in a hospital?

- 3 Now use your questions to complete the questions and answers below :
  - i) Q Would you like to ----- ?  
A Yes, I would. I'm very hungry.
  - ii) Q Would you like to -----?  
A No, thank you. I'm not a good artist.
  - iii) Q Would you like to -----?  
A Yes, I would, but I haven't got enough money.
  - iv) Q Would you like to -----?  
A No, thank you. It's too cold.
  - V) Q Would you like to ----?  
A Yes, I would, because I want to become a doctor/nurse.
- 4 Then check your questions and answers by asking and answering them with your partner :

**D Talk about yourselves.**

Ask and answer questions about what you would do if you

- 1 had a hundred taka.
- 2 were twenty years old.
- 3 could fly to any country in the world.

Begin your questions and answers like this :

- Q What would you like to do if you .....?
- A. I'd like to .....

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**Lesson 8**

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**Another Accident**

- A** Talk about the pictures. Then listen to the story and number the picture in the correct order from 1 to 6.



- B** Ask and answer questions.

Now listen to the story again and ask and answer the questions.

- 1 How many eggs did Rina collect from her chicken house?
- 2 Why did she run along the path so quickly?
- 3 How did she fall?
- 4 Why didn't Rina give the eggs to Mr Anis Ahmed?
- 5 Why did she start to cry?
- 6 Who helped Rina to feel better?

**C Complete the story.**

Listen to the story once again. Then use all the numbered pictures and the clues below to help you to fill in the gaps. Write the correct form of the verbs.

**run            fall            want            break            trip            carry**

Mrs Rehana Salam asked Rina about the eggs for her teacher, Mr Anis Ahmed. He was so kind to her grandmother that Rina ..... to give him something. So she collected some nice fresh eggs, put them into a paper bag, and ..... them to school. She wanted to give them to him.

Rina ..... along the path, because she felt excited. She ran so fast that she ..... over a stone and the paper bag ..... on the ground. When she looked inside it, she saw the eggs. They were all broken. She didn't know what to do and began to cry.

When Luna saw her best friend, she put her arm round her shoulder. "What's the matter?" she asked. "I've ..... all my eggs!" she replied. "And now they're useless!"

## Lesson 9

# The Visit

**A Talk about the picture and read the story.**

Continued from Lesson 8.



After school that day, Rina and Luna went to see Rina's grandmother at Nurpur Hospital.

Mrs Siddiqua Murshed was sitting up in bed talking to Rina's mother, when they arrived. "How are you feeling, grandmother?" Rina asked. "Oh, much better, thank you," Mrs Murshed replied. "But you don't look as cheerful as usual, Rina. What's the matter?"

Rina told her grandmother and mother about her accident that morning. "Oh, why am I always so clumsy? I'm always falling over and dropping things!" Rina exclaimed. "Don't worry, dear," her mother said. "You can collect some more eggs and give them to Mr Anis Ahmed tomorrow. We all have accidents sometimes. Look at your poor grandmother!"

"Exactly," agreed Rina's grandmother. "People can fall over at any age, but you're lucky to be so young, Rina. If you were as old as me, you'd have broken bones as well as broken

eggs!" "Oh dear! Did you break your bones, Aunty?" Luna asked. "Well, no, I didn't, Luna. I was very lucky this time and am feeling much better now. I shall return home quite soon. Then I shall ask you and those kind of boys to visit my house. I want to thank you all for helping me."

**B Choose the correct statement.**

- 1 Mrs Murshed had
  - (a) one visitor.
  - (b) two visitors.
  - (c) three visitors.
- 2 Rina was not feeling as ----- as usual.
  - (a) happy
  - (b) sad
  - (c) clumsy
- 3 Rina told her grandmother about
  - (a) Mr Anis Ahmed.
  - (b) the broken eggs.
  - (c) the bag of eggs.
- 4 When Rina told her mother about the accident, Mrs Salam felt
  - (a) angry with her.
  - (b) pleased with her.
  - (c) sorry for her.
- 5 Mrs Murshed was lucky because she didn't
  - (a) break any eggs.
  - (b) break any bones.
  - (c) fall over like Rina.

**C Make statements.**

Use the table to make correct and meaningful statements about Rina, like this :

**Example :** 1 Rina didn't look as cheerful as usual.

Rina	didn't fall ran didn't look was told stories	as	responsible badly well quickly cheerful	as	any famous writer. she could. usual. her grandmother. Anwar & Kashem.
------	--	----	---	----	---

**D Read the paragraph . The sentences are in the wrong order.**

Rina is telling to one of her friends about her grandmother.

So they were able to look after her. "After a week, she felt much better and was able to return home. So I felt very upset when I heard about her accident." I'm very fond of my grandmother. She lives with my aunt and uncle in a village near here. I wanted to help as much as possible, so I visited her every day in Nurpur Hospital. She's always very kind to me.

Now write them in the correct order in your exercise book.

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**Lesson 10**

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**The Celebration : Part 1****A Talk about the picture and read the story.**

Continued from Lesson 9.

After about a week, Mrs Siddiqua Murshed left Nurple Hospital and returned home. After a few more days, she started to feel strong again. Then she thought, "I would like to invite those young people and their parents for a celebration. They've all been very kind to me. I would like to invite them for lunch and thank them. If I invited them during a school holiday, they would be able to come." So, during the next school holiday, Mrs Murshed invited Rina, her friends, and their parents to lunch.



When Mrs Rehana Salam heard about her mother's celebration, she wanted to help. "Your grandmother and aunt will have to cook for a lot of people," she told Rina. "If we went early, we could help them." "Yes", agreed Rina. "That's a good idea."

So Rina and her mother went to Rina's grandmother's house early in the morning. On the way they stopped at the market to buy some things. Then they continued their journey by rickshaw. Rina felt very happy and excited.

**B Complete the paragraph.**

Use the clues to fill in the blanks. Use the correct form of the verb.

**buy      celebration      invite      lunch      decide**

Mrs Murshed wanted to invite her young friends to a celebration. She wanted to thank them. "They've been very kind to me," she said. So she ----- to invite them and their parents for ----- . She ----- them during the school holidays.

Mrs Rehana Salam and her daughter went to the ----- early, because they wanted to help. They travelled there by rickshaw. On the way, they ----- some things at the market.

**C Ask and answer questions.**

What do you think Rina and her mother bought at the market? Use the lists below to ask and answer questions about it, like this :

Student 1 : What could Rina and her mother buy at the market if they had 50 taka?

Student 2 : Some vegetables or some flowers. What could they buy if they had 100 taka?

Amount in Taka					
50	100	150	200	250	etc.
Items					
a chicken	some vegetables	some flowers			
some ruhit fish	some beef etc.				

Then use other amounts and items to ask and answer a few more questions.

**D Complete the story.**

1 First look at the picture in Section A and ask and answer questions about the items Rina and her mother are carrying in the rickshaw, like this:

Student 1 : What are Rina and her mother carrying in the rickshaw?

Student 2 : Some flowers. What else are they carrying?

They bought all these things in the market in Nurpur.

2 Now complete the two paragraphs below about how they bought them.

**A Visit to Nurpur Market**

Rina and her mother arrived at Nurpur market early in the morning. "What shall we buy for grandmother?" asked Rina. "Well," replied her mother. "Let's have a look. How about those lovely ----- .

"Have we bought enough things now?" asked Rina. "Yes, I think so," Mrs Salam replied.

"Let's find a -----

-----



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## Lesson 11

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### The Celebration : Part 2

#### A    Talk about the picture. Then read the dialogue and act it out.

Anwar and Kashem are going to Mrs Murshed's celebration together in a rickshaw.

Anwar     :    Kashem, we've got  
                 something else to  
                 celebrate now.

Kashem    :    Really? What?

Anwar     :    We're going to Dhaka!  
                 My father told me this  
                 morning.

Kashem    :    What did he say?

Anwar     :    First he asked me, "Why  
                 do you and Kashem want  
                 to go there?" So I  
                 answered, "Kashem likes football and I'm captain of the Class 8 team. If we  
                 watch an international match, we'll be able to play better."

Kashem    :    What did he say to that?

Anwar     :    He said, "That's a very sensible reason. Also you and Kashem have  
                 behaved very responsibly. You looked after Rina's grandmother very  
                 well, so I think you're old enough now to look after yourselves. And if I ask  
                 your mother and Kashem's parents, I think they'll agree with me."

Kashem    :    And did they?

Anwar     :    Yes, they did!



#### B    Ask and answer the questions.

- 1    How many things did Anwar and Kashem have to celebrate?
- 2    Whose celebration were they going to while they were talking to each other?
- 3    What were they both fond of?
- 4    Why did they want to see an international football match?
- 5    Who thought their reason was 'sensible'?
- 6    Why did their parents let them go to Dhaka?

#### C    Read, match and ask and answer questions.

- 1    First match Lists A & B to make meaningful statements about Anwar and Kashem. Begin each statement with 'if they ....., 'and join Lists A & B with 'they will be able to ....., like this :

**Example :** 1 If Anwar and Kashem go to Dhaka, they will be able to watch an international football match.

2 If they .....

List A	List B
go to Dhaka	play football better.
work hard at school	improve their English.
grow their own vegetables	watch an international football match.
read English books regularly	do well in their examinations
watch international football matches	eat good food more cheaply.

2 Then check your statements by asking and answering questions about Anwar and Kashem, like this:

**Example :**

Student 1 : What will Anwar and Kashem be able to do if they go to Dhaka?

Student 2 : Watch an international football match. What will they be able to do if they -----?

#### **D Talk about yourselves :**

Talk about what you would like to do if you went to (a) Dhaka, (b) Cox's Bazar, (c) India, (d) Australia, (e) any other places that you know, like this:

**Example :**

Student 1 : What would you like to do if you went to Dhaka?

Student 2 : I'd like to ----- . What would -----?

---

**Lesson 12**

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**The Celebration : Part 3**

**A** Talk about the picture and read the story.

Anwar and Kashem arrived at Mrs Siddiqua Murshed's house at half past twelve. Half an hour later, the celebration started. Everyone sat down and Mrs Murshed made a short speech.



"Thank you very much everyone for coming to my house today," Mrs Murshed began. "I want you all to enjoy yourselves today, because this is a celebration. Before we have our lunch, I just want to say a few things to you all."

"As you all know, I had an accident. I fell down near the college pond and hurt myself quite badly. But now I've completely recovered. That's because of two young people here today, Anwar and Kashem. They were very kind and helped me. When young people behave responsibly like that, I feel very proud of them."

"While I was being taken to the hospital, my granddaughter, Rina, looked after her young brother, Tunu, all by herself. She told him a story. Then, when she and Luna came to visit me in hospital, she told the story to me. It's about a very responsible young person like herself, and it's true. After lunch, you'll be able to hear Rina's story for yourselves. I think we can all learn a lot from interesting stories like that."

"I'm very grateful to all of you young people for helping me to recover from my accident so quickly. I think we can all feel proud of ourselves for having such responsible young people here. Now let's enjoy this lovely lunch!"

**B True or false? If false, give the correct information.**

- 1 Mrs Murshed's celebration started at 12.30.
- 2 She spoke to her family and friends for a long time.
- 3 Anwar and Kashem helped Mrs Murshed to recover from her accident.
- 4 While Mrs Murshed was being taken to Nurpur Hospital, Rina told her a true story.
- 5 Rina told a true story about herself.
- 6 Mrs Murshed felt grateful and proud.

**C Complete the statements.**

Use the words below to complete the statements.

**myself      themselves      himself      ourselves      yourselves**

- 1 "We can't help ----- when we're unconscious," Mrs Murshed said.
- 2 Tunu was too young to look after ----- .
- 3 Kashem and Anwar will go to Dhaka by ----- .
- 4 "You're old enough to look after ----- now," explained Anwar's father.
- 5 "I didn't cook lunch for all these people by -----," Mrs Latifa Begum said.

**D Talk about the picture and complete the paragraph.**

Fill in the gaps with the verbs below. You can use some of them more than once, but use the correct form each time.

**see      sit      happen      tell      decide**



After lunch, Rina told her story to everyone. She liked ----- stories and could tell very good ones. Everyone ---  
----- quietly and listened to her. "This is a true story. It really -----," Rina explained. "I ----- the story in a letter to a newspaper. My friend's mother showed it to me. I liked the letter so much that I ----- to make it into a story." First she ----- the story to

Tunu and her grandmother. Now she is ----- it to all her family and friends at her grandmother's celebration.

---

**Lesson 13**


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## Rina's story : Part 1

**A Talk about the pictures and read the questions on them. Then listen to the story and ask and answer the questions.**

Picture 1 : 1 Who can you see?

Picture 2 : 3 Who else can you see?

: 2 What is she looking at?

: 4 What are they looking at?

**1**



**2**



**B Ask and answer the questions.**

Listen to the story again and ask and answer the questions.

- 1 Where did Salma live?
- 2 How did she feel when she saw the bag?
- 3 Where did she take the bag?
- 4 Who did she show it to?
- 5 Name three things they found in it.
- 6 What did they see on the address card?

**C Complete the passport.**

Listen to the second paragraph again and complete the passport details below:

### Janet Green's Passport

Name :	Mrs Janet Green
Nationality :	.....
Place of ..... :	Bristol
..... birth :	26 February, 19 .....
Occupation :	.....

**D Make statements.**

Use the table to write correct, meaningful statements in your exercise book, like this :

**Example :** 1 Salma must have felt curious about the bag.

Salma		belonged to	a social worker.
The address card		dropped	Mrs Janet Green.
Someone	must have	been	the bag in the road.
The bag		felt	a telephone number.
Janet Green		had	curious about the bag.

---

## Lesson 14

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### Rina's Story : Part 2

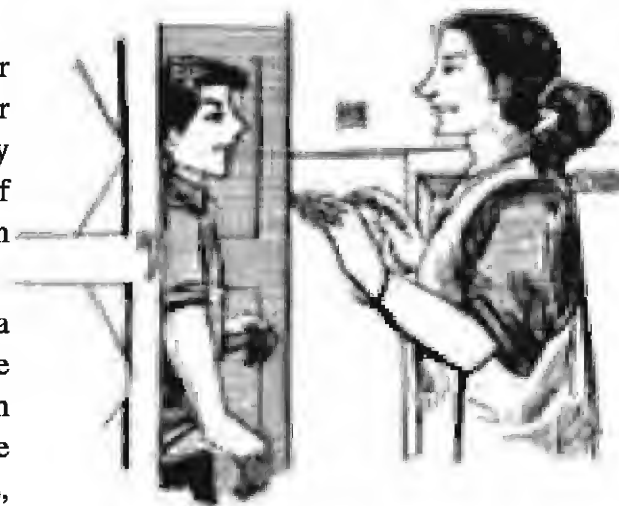
**A Talk about the picture and read the story.**

Rina is telling her story to her family and friends at her grandmother's house.

Salma listened to her brother who was talking with someone on the phone. "Hello, could I speak to someone called Janet Green?" Rafiq asked nervously. Then he gave their address. When he finished, Salma felt very excited. "Was she there?" she asked, "Yes," replied Rafiq. "And she's coming here now."

While Salma and Rafiq were waiting for Janet Green to come, they told their mother about the lost bag. "You've been a very honest girl, Salma, and I feel very proud of you," her mother said. "I think this British lady will be very happy with you."

Then, about twenty minutes later there was a knock on the door. Rafiq opened it and there was Mrs Green. "Oh, Hello," she said. "I'm Janet Green. I think I spoke to you on the telephone about twenty minutes ago." "Yes, that's right," said Rafiq. "Please come in." So Mrs Green went in and sat down.



Then Rafiq introduced Salma to Mrs Green. "This is my younger sister, Salma," he explained. "Salma found your bag in the road and brought it here." Salma gave the bag to Mrs Green. "I think this is yours," she said shyly. "Oh, thank you very much. Yes, it is", Mrs Green replied. "I felt so worried, but now I'm really happy. You've both been such very kind, honest people."

**B Ask and answer questions.**

1 First complete the statements.

- 1 ----- spoke on the phone.
- 2 ----- arrived at Salma and Rafiq's house twenty minutes later.
- 3 Salma's ---- thought that she was a very honest girl.
- 4 ---- was introduced to Mrs Green.
- 5 ---- was very worried about her bag.

2 Then check your statements by asking and answering questions, like this :

**Example :**

Student 1 : Who spoke on the phone?

Student 2 : (Name only) ..... Who arrived at Salma and Rafiq's house twenty minutes later?

**C Make statements.**

1 First ask questions about how Salma, her mother, Mrs Green and Rafiq felt when.....

- (a) he was talking to a stranger on the phone.
- (b) she lost her bag in the road.
- (c) Rafiq was asking about Mrs Green on the phone.
- (d) her children told her about the lost bag.
- (e) she was being introduced to Mrs Green.

And use the clues below to answer them.

**shy                      excited                      proud                      worried                      nervous**

**Example :** Student 1 How did Rafiq feel when he was talking to a stranger on the phone?

Student 2 Nervous. How did -----?

2. Then use your questions and answers to write correct and meaningful statements in your exercise book, like this:

**Example :** 1 Rafiq felt nervous when he was talking to a stranger on the phone.

**D Talk about yourselves.**

Ask and answer questions about how you would feel if you:

- 1 lost Taka 200. Then someone found it and gave it back to you.
- 2 saw a bag lying on the road.
- 3 were told to phone a British man or woman. And were then introduced to them.

Ask and answer, like this:

**Example :** Student 1 : How would you feel if you lost two hundred taka.

(name of partner) .....?

Student 2 : I think I'd feel ..... How about you?

---

**Lesson 15**

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**Rina's Story : Part 3**

**A Talk about the pictures and read the questions. Then read the story and ask and answer them.**

Picture 1 : 1 Who are in the rickshaw?

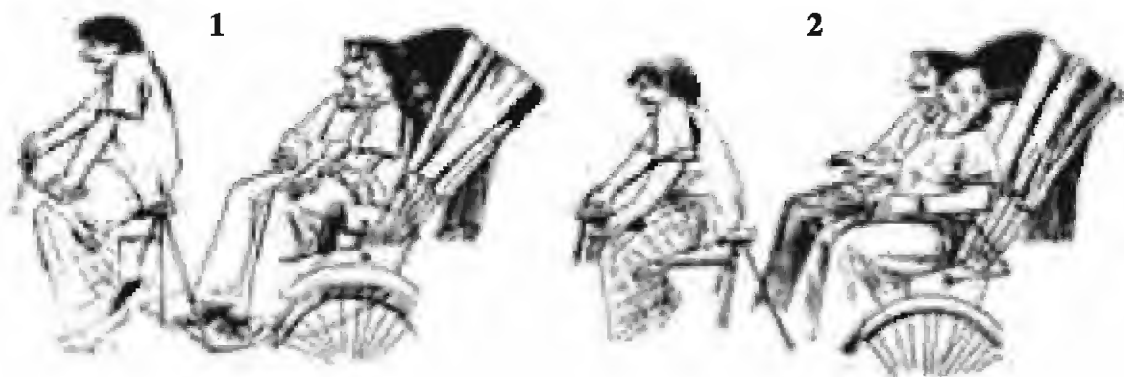
2 Where are they going?

Picture 2 : 3 Why is Mrs Green turning round?

4 Why is she looking shocked?

Rina continues to tell her story to her family and friends at her grandmother's house.

"Would you like some tea?" Salma asked Mrs Green, "Oh, yes please," replied Mrs Green. "That's very kind of you,." Then, while Mrs Green drank the tea and ate some biscuits, she told Salma and Rafiq about her lost bag.



"My husband and I are on holiday in Bangladesh," she explained, "This morning we wanted to go to the bank. We went in a rickshaw. Because it was very small, I put my bag behind me. After some time, I turned round to check it, but my bag wasn't there! We looked everywhere, but couldn't find it. My bag was lost!"

"I thought about all the things in my bag : my passport, keys, money and both my husband's air ticket and my own, "I've lost everything," I thought, and felt very upset. But now all these things are with me again. So I'm really very grateful to you, Salma and to you too, Rafiq. You've both helped me more than I can say. Let me have your address so that I can keep in touch with you. I'd also like to take some photographs." So Salma gave their address to Mrs Green and Mrs Green took some photographs of Salma and Rafiq. Finally, she gave a small presentation to Salma. It was a book of stories.

**B Ask and answer questions.**

- 1 What did Mrs Green do while she was drinking tea and eating biscuits?
- 2 Why did she put her bag behind her in the rickshaw?
- 3 What made her feel upset?
- 4 What did she want Salma and Rafiq to give her?
- 5 What did she give to Salma?



**C Make statements.**

Use the table below to make meaningful statements, like this:

**Example : 1** Both Rina and her friends liked the story.

Both	Rina	and	her husband were on holiday in Bangladesh.
	Salma		her family & friends wanted Rina to tell a story.
	Mrs Green's air ticket		Rafiq were photographed by Mrs Green.
	Mrs Green		her friends liked the story.
	Mrs Murshed		her husband's were in the bag.

**D Complete the story.**

### Mrs Green's Story

When Mrs Green left, Salma told her story to her mother. Now complete the story. Begin like this :

Salma is telling Mrs Green's story to her mother.

Mrs Green and her husband are on holiday in Bangladesh. This morning they wanted to go to the bank. They.....

.....  
Mrs Green thought about all the things in .....  
.....So she feels very grateful to Rafiq and me.

## Unit Four : Growing Up Socially

### Lesson 1

## Robinson Crusoe

### A Read and act out the dialogue.

Mrs Ayesha Amin is teaching English to her Class 8 Students at Nurpur High School.

- Mrs Amin : Does anyone know about a man called Robinson Crusoe?  
 Rina : Yes, Madam, I do. I read about him in my new story book.  
 Mrs Amim : Good, Rina. Anyone else? (Seven more students put up their hands.)  
                   Good. Quite a lot of you know about him.  
                   What happened to him?  
 Shahid : He was shipwrecked on a desert island and lived alone on it for  
                   several years.  
 Mrs Amin : Yes. Would you be happy, if you lived all alone for several years like  
                   that? Yes, Kishan?  
 Kishan : I would be, because if I lived all alone, nobody could quarrel with me  
                   and I'd feel free.  
 Mrs Amin : That's interesting. What do you think, Sarah?  
 Sarah : Well, I wouldn't be happy, because I'd feel lonely.  
 Mrs Amin : Right. Both Sarah and Kishan have good reasons for their opinions.  
                   Now I want to tell you a story about a man like Robinson Crusoe. His  
                   name was Ruplal and he lived all alone. Let's see if he was happy.

### B Ask and answer the questions.

- 1 How many of Mrs Amin's students knew about Robinson Crusoe?
- 2 Why did he live alone on a desert island?
- 3 Which student would like to live alone for a long time?
- 4 What two reasons did he give?
- 5 How would Sarah feel if she lived all alone?

### C Make statements.

Match Lists A & B to make correct, meaningful statements about the people in this textbook. Begin each statement with 'Both' and join Lists A & B with 'and', like this:

**Example :** 1 Both Mrs Amin and Mrs Salam were adults.

List A	List B
Mrs Amin and Mrs Salam	have told good stories.
Sarah and Kishan	were boys in Class 8.
Mrs Amin and Rina	had good reasons for their opinions.
Shahid and Kishan	lived alone for a long time.
Robinson Crusoe and Ruplal	were adults.

**D Talk about yourselves.**

How would you feel if you lived all alone for a long time like Robinson Crusoe? How would you feel if you lived all alone for a short time?

Ask and answer questions about it. If you like, you can use some of the adjectives below to describe your feelings:

**pleased   afraid   excited   free   sad   happy   lonely   calm**

Ask and answer, like this :

Student 1 : How would you feel if you lived all alone for a long time?

Student 2 : I'd feel (describe feelings)----- because (give good reasons for your opinions) .....

How about you?

Student 1 : I'd feel (describe feelings)----- because (give good reasons for your opinions) -----.

How would you feel if you lived all alone for a short time?

Student 2 : I'd feel (describe feelings) ----- because (give good reasons for your opinions) -----.

How about you?

## Lesson 2

# The Man Who Wanted To Live Alone : Part 1

**A Talk about the picture and read the story.**

Mrs Amin is telling a story to her class.

A long time ago in a small village near the jungle, there lived a young man called Ruplal. He lived with his family and worked on a farm, but he didn't like it there. It was a beautiful place, but there were a lot of problems.

The village people were always quarrelling, so there was no peace. "I'll either have to go and live alone in the jungle, or I'll go completely mad!" Ruplal exclaimed. "I don't want to stay here one more day!" So he collected his things and went to live by himself in the jungle.



Ruplal made a nice little hut for himself in the jungle with wood, bamboo and reeds. There he lived in peace and quiet all by himself. "Ah! How happy I am now," he thought to himself. Then, one day after a few weeks, he discovered something strange. In his blanket there

was a hole. "Who made this hole?" Ruplal asked. He looked around him, but nobody replied. "I don't understand. There's either somebody here, or the hole just made itself!"

That night, while Ruplal was sleeping he heard a noise. Either someone or something was eating his blanket. "Who's that!" Ruplal shouted. "Go away and leave me alone!" Outside the moon was shining brightly and Ruplal saw something small. It was a mouse. "Right" he thought. "I'll bring my cat here. Then "I'll be able to sleep in peace!"

**B Choose the correct statement.**

- 1 Ruplal didn't like his village because
  - (a) it wasn't beautiful.
  - (b) the people there were always quarrelling.
  - (c) he was completely mad.
- 2 He went into the jungle to
  - (a) live in a nice little hut
  - (b) make a hut with wood, bamboo and reeds.
  - (c) find peace and quiet.
- 3 He was surprised because
  - (a) he saw a hole in his blanket.
  - (b) nobody replied to him.
  - (c) the hole just made itself.
- 4 ----- ate a hole in Ruplal's blanket.
  - (a) Nobody
  - (b) Something
  - (c) Somebody
- 5 Ruplal could see a mouse because ----
  - (a) it ate a hole in his blanket.
  - (b) it was small.
  - (c) the moon was shining.

**C Make statements**

- 1 Use Lists A & B to complete the statements below :

**Example : 1** Either Sarah wanted to live alone like Ruplal or Kishan did.

List A	List B
wanted to live alone like Ruplal	go completely mad
made by something	a person did it
ate a hole in Ruplal's blanket	live alone in the jungle
work on a farm	Kishan did
had to live alone	it made itself

- 1 Either Sarah -----, or ----- .
- 2 Either Ruplal -----, or ----- .
- 3 The hole in Ruplal's blanket was either -----, or ----- .
- 4 Ruplal could either -----, or ----- .
- 5 Either an animal -----, or ----- .

2 Then ask and answer questions about your statements, like this :

**Example : 1** Student 1 : Who wanted to live alone like Ruplal? Kishan or Sarah?

Student 2 : Kishan did.

2 Student 2 : Was the hole in Ruplal's blanket made by something -----  
-----?

---

### Lesson 3

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## The Man Who Wanted to Live Alone : Part 2

**A** Talk about the pictures and look at the questions on them. Then listen to the story and ask and answer them.

- 1 Who can you see in picture 1-3?
- 2 What is in the basket in picture 1?
- 3 Who is the young boy in picture 3?



1



2



3

**B** Ask and answer questions.

Listen to the story again. Then ask and answer the questions.

- 1 How many times did Ruplal walk back to his village?
- 2 Why did Ruplal's cat look pleased with itself?
- 3 What reward did Ruplal want to give to his cat?
- 4 Why did Ruplal's cow grow thinner and thinner?
- 5 Who were Ruplal's three companions?

**C Make statements.**

Use the table below to make correct, meaningful statements, like this :

**Example :** 1 Ruplal either had to get a reward, or make his cat angry.

Ruplal either had to	get a reward, have companions, return home, bring his cow, fetch his brother,	or	make his cat angry. not have any milk. let his cow die. live alone. remain in the jungle.
----------------------	---	----	---

**D Complete the dialogue**

Use the clues below to complete the dialogue. Then act it out.

- only            jungle            animals            alone            companion**
- Mrs Amin : Ruplal wanted to live all alone in the jungle, but now he's got three companions.
- Kishan : Yes, but his first ----- was a mouse and he didn't want it.
- Mrs Amin : Well, we don't usually call a mouse a 'companion', do we?
- Sarah : But two of his other 'companions' were ----- too.
- Rina : Yes, but Ruplal did like them. He even spoke to them!
- Mrs Amin : Well, either Ruplal was alone in the -----, or he wasn't. What do you think? Yes, Mina?
- Mina : I think that Ruplal was alone when he ----- lived with animals. But he wasn't ----- when his younger brother came to live with him.
- Mrs Amin : Yes, I agree. But then either he had to fetch his younger brother or let his cow die.

---

**Lesson 4**


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## The Man Who Wanted To Live Alone : Part 3

**A Talk about the picture and read the story.**

Mrs Amin continues her story.

Now Ruplal was very busy in the jungle. He had to build a larger hut and he had to cook more food for his younger brother. He also had to look after his hut, cat and younger brother.



"I came here to find peace and quiet, but now I have so many responsibilities," Ruplal complained to his younger brother. "Why don't you share your responsibilities with someone?" his younger brother suggested. "You should go back to our village and find a wife." "I agree," said Ruplal. "I already have three companions. Why not have four?"

So Ruplal and his younger brother returned to their village and Ruplal spoke to his parents. "Why did you go and live in the jungle, Ruplal?" his mother asked him. "I wanted to live alone, mother," Ruplal replied, "But you aren't living alone," his father said. "Your younger brother is living with you, and if you take a wife, you'll have children. Am I right, Ruplal?" "Yes, father, you are" Ruplal replied. "Well, if you can't live alone in the jungle, you should come back to your family, Ruplal," said his mother. "Accept your responsibilities. Don't run away from them. Come and share them with us." "Thank you, mother. You're right," said Ruplal.

So Ruplal returned to the jungle, collected his cat and cow, and went back to live in his village. "I've learnt a good lesson," he told his family. "Living here wasn't easy for me, but living alone is even more difficult!"

**B Ask and answer questions.**

- 1 Why did Ruplal have to build a larger hut and cook more food?
- 2 Why couldn't Ruplal find peace and quiet in the jungle?
- 3 Why did Ruplal return to his village again?
- 4 If Ruplal had four companions, who would they be?
- 5 What should he share with his family?

**C True or false?**

What should Ruplal do and what shouldn't he do? Look at the following statements and say if they are true or false. If false, give the correct information.

Ruplal should :

- 1 accept his responsibilities
- 2 share his responsibilities with his three companions in the jungle.
- 3 run away from his responsibilities.
- 4 share his responsibilities with his family.
- 5 live alone in the jungle.
- 6 find a wife for himself.
- 7 return with his wife to the jungle.
- 8 stay with his wife and family in his village.

**D Read the paragraph. The sentences are in the wrong order.**

It wasn't a tiger. In fact it's a dangerous place with many wild animals. One of them visited Ruplal's hut during the night. He wanted to be comfortable, but the jungle isn't a comfortable place. It was only a little mouse! Ruplal was a brave man to live in the jungle, but it was difficult for him to live alone. But he was lucky.

Now write them in the correct order in your exercise book.

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## Lesson 5

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# Contemplation : Part 1

### A Read the dialogue and act it out.

Anwar has returned home from school and is talking with his father.

- Father : Have you had a good day at school, Anwar?  
 Anwar : Yes, thank you, father. Mrs Amin told us an interesting story about a man called Ruplal. He wanted to live by himself in the jungle.  
 Father : Why?  
 Anwar : He thought he could find peace and quiet there.  
 Father : And did he?  
 Anwar : No, it was too uncomfortable.  
 Father : So what did he do?  
 Anwar : He returned to his village.  
 Father : Why did he leave it? He should have stayed there and climbed a tree.  
 Anwar : How could he climb up a tree? He wasn't a monkey!  
 Father : No, but if you climb a tree, you can find peace and quiet by yourself.  
 Anwar : Have you ever tried it, father?  
 Father : Yes, when I was younger, but now I'm too old. Why don't you try it some time? A nice tree's a good place to contemplate.  
 Anwar : What does 'contemplate' mean?  
 Father : Think deeply about things. Look, here's a poem about it. It's not too difficult, so I'll read it to you. It's called 'Contemplation'.

### B Ask and answer questions.

- 1 What did Anwar enjoy at school that day?
- 2 What was too uncomfortable for Ruplal?
- 3 Where did Anwar's father think that Ruplal should have stayed?
- 4 Where did he think there was peace and quiet?
- 5 What did he think Anwar should do up a tree?

### C Make statements

- 1 Use the table below to make correct, meaningful statements about Ruplal's and Anwar's father's thoughts, like this :

**Example :** 1 Ruplal thought that his village was too noisy.

Ruplal		his village			uncomfortable
Anwar's father	thought that	the poem	was		old
		the jungle	wasn't	too	noisy
		he			thin
		his cow			difficult



- 2 Then check your statements and ask and answer questions about them, like this :

Student 1 : No 1. Ruplal thought that his village was too noisy.

Student 2 : So what did he do?

Student 1 : He left it and went to live in the jungle.

Student 2 : No 2. Anwar's father thought that ----- .

#### **D Talk about yourselves.**

Where can you go, if you want to be by yourself?

First read and act out the dialogue. Then ask and answer similar questions about yourselves.

Mariam : If you want to be by yourself, Shahana, where do you go?

Shahana : My room, because in our house I have a room of my own.  
How about you, Mariam?

Mariam : I have to go into the fields near my home, because our house is too small. What do you do in your room, Shahana?

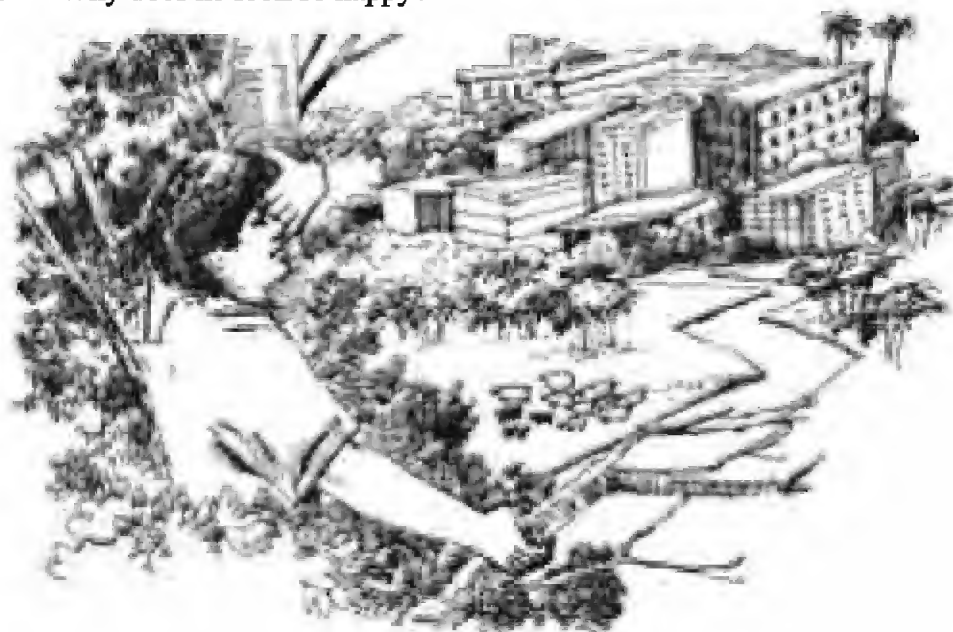
Shahana : Read, or just sit and think about things.

### **Lesson-6**

## **Contemplation : Part 2**

- A Talk about the picture and look at the questions. Then read and listen to the poem and ask and answer them.**

- 1 Who can you see up in the tree?
- 2 What is he doing there?
- 3 Why does he look so happy?



*Anwar's father is reading him a poem.*

### **Contemplation**

For days and days I've climbed a tree  
A dappled yellow tree  
And gazed abroad at many things  
I've always wished to see.

I see the green and gentle fields  
All bounded in with hedge  
And shining rivers swimming through  
The rushes on the edge,  
And little sheep who play all day  
I watch them as they run,  
While far away the roofs of town  
Are shining in the sun.

I think it's very nice to sit  
So high and look so far -----

How very large the world can be!  
How many things there are!

*By John Carpenter*

### **B Ask and answer the questions.**

- 1 What did the poet wish to do when he was up in the tree?
- 2 He could see four things from the tree. What were they?
- 3 Which ones were shining?
- 4 Where was the tree? What kind of place was it?
- 5 How were the tree and the place suitable for contemplation?

### **C Complete the dialogue. Then act it out.**

Use the clues below to fill in the gaps in the dialogue:

**contemplate      distance      high      top      town**

- Father : Well, what did you think of that?
- Anwar : I liked it, but how could the man see so many things?
- Father : It must have been a very ..... tree.
- Anwar : Yes, but not in a ..... like Nurpur.
- Father : No. But there was a town in the .....
- Anwar : When I was in Dhaka, I saw many things from the ..... of a very high building. I thought that was very nice too.
- Father : Yes, but if you want to ..... the countryside's better.
- Anwar : Why?
- Father : Because you need peace and quiet to contemplate properly.

---

**Lesson 7**

---

## **The Annual Cultural Week At Nurpur High School**

### **A Talk about the picture and read the passage.**

Mrs Ayesha Amin is talking to her Class 8 students.

"Now, I have something very exciting to tell you," Mrs Amin announced to her class one morning. "Next month we are celebrating our 'Annual Cultural Week' and Class 8 has been chosen to put on a play.

"How do you feel about that?" she asked. All the students looked very happy. "Good. I thought you'd be keen," she said.



Shakespeare

"Could we put on a Shakespeare play, madam?" asked Kishan. "His plays are very interesting. One of them has got a ghost in it!" "More than one actually, Kishan, and I agree. They are interesting, but they're not suitable for us," replied Mrs Amin. "Are they too difficult, madam?" asked Mina. "Yes, Mina, and they're also too long", explained Mrs Amin. "But look what I've got here. It's a play written especially for us by Mr Anis Ahmed and its called ..... 'The Ghost!'

Now, after school today Mr Ahmed is coming to talk to us about his play. He'll

explain everything to us then. So if you're interested, please remain in your classroom this afternoon after school for about ten minutes."

### **B Choose the correct statement.**

- 1 The Class 8 students are happy because they
  - (a) are celebrating their 'Annual Cultural Week'.
  - (b) have been chosen to put on a play.
  - (c) can put on a Shakespeare play.
  
- 2 Kishan thinks that Shakespeare's plays are interesting, because
  - (a) there is a ghost in one of them.
  - (b) they are easy.
  - (c) they are short.

- 3 Shakespeare's plays are  
 (a) suitable for Class 8 students, because they're very interesting.  
 (b) difficult for Class 8 student, because they aren't very interesting.  
 (c) unsuitable for Class 8 students, because they're too difficult.
- 4 ----- has written a play called 'The Ghost.'  
 (a) Shakespeare.  
 (b) Mr Anis Ahmed  
 (c) Mrs Ayesha Amin
- 5 Mrs Anis Ahmed ----- to the Class 8 students about his play.  
 (a) will speak  
 (b) is speaking  
 (c) has spoken

### C Make statements

- 1 First find the following statements in the passage in Section A :

Next month we are celebrating our 'Annual Cultural Week'

----- Mr Ahmed is coming to talk to us about his play.

- 2 Then use the table to make similar meaningful statements, like this :

**Example : 1** Some students are staying in their classroom after their lessons.

Some students		staying	its 'Annual Cultural Week' next month.
Nurpur High School	is	putting on	to talk about his play after school.
Mr Ahmed	are	celebrating	his play to the students after school
		coming	a play by Mr Ahmed next month.
		explaining	in their classroom after their lessons.

### D Complete the paragraph :

Use the correct form of the verbs below to complete the paragraph. You can use the same verb more than once.

**put**

**tell**

**read**

**write**

When Anwar returned home from school that day, he told his father about the 'Annual Cultural Week' and the play. "It's been ---- by Mr Ahmed and is called 'The Ghost', Anwar explained. "When are you ----- it on?" his father asked. "Next month," replied Anwar. "Have you ---- it yet?" his father asked. "No, not yet," replied Anwar. "But Mr Ahmed always ----- very interesting stories, so I think his play will be interesting too. He ----- us about it this afternoon and he's going to tell us more about it tomorrow."

---

## Lesson 8

---

# Putting On A Play

### A Read the passage.

Mrs Ayesha Amin and Mr Anis Ahmed are talking to their Class 8 students after school.

“Good afternoon, students”, said Mrs Amin. “I’m pleased so many of you are here. Now Mr Anis Ahmed is going to tell us about his play”

“Thank you, Mrs Amin,” said Mr Ahmed. “My play is called ‘The Ghost’ and we are putting it on next month. There are seven characters and the headmaster has announced two prizes for the best actor and actress. So now, let’s look at the list of characters,” Mr Ahmed showed the students his list.

#### List of Characters

Keramat	: 25 years old	a poor village labourer
Kalim	: 15 years old	a poor village labourer
Sana	: 14 years old	a student
Tareq	: 14 years old	a student
Malek	: 14 years old	a student
Sajeda	: 12 years old	Sana’s sister & a student
Rowshan	: 12 years old	Sajeda’s friend & a student

“Now, as you can see, we’ll need four actors and two actresses, but we’ll also need some other people. We’re putting on the play outside so we’ll have to build a stage. I’ll need help with that too.” “What kind of stage?” asked Mrs Amin. “Something simple; the kind used in the villages,” Mr Ahmed replied. We’ll build it in front of the school garden. So, if you’re interested, please stay here for an hour after school tomorrow,” “And don’t forget to tell your parents, if you’re staying,” added Mrs Amin.

“But Mr Ahmed,” said Kishan, I don’t understand. The play’s called, ‘The Ghost,’ but where is it?” “Well, the ghost’s here,” Mr Ahmed replied, and he pointed to the list of characters. “But who is it? If you’re staying tomorrow, you’ll find out!”

### B Ask and answer the questions.

- 1 Why was Mrs Amin pleased?
- 2 How many actors and actresses are there in ‘The Ghost’?
- 3 Who is the oldest character in the play?
- 4 Mr Ahmed needed people to act. He also needed some other people. What for?
- 5 What did Mrs Amin want the students to tell their parents?
- 6 Why did Mr Ahmed point to the list of characters?

**C Complete the statements.**

Use the verbs to complete the statements. Use the correct form of the verb. The same verb can be used more than once.

**Example :** 1 "When is your play being put on?" asked Kishan's father.  
"Next month," replied Kishan.

**happen          choose          find          stay          put**

- 1 "When is your play-----on?" asked Kishan's father, "Next month," replied Kishan.
- 2 "Which one is the ghost?" asked Anwar . "I don't know," replied Kishan, "But I'm ----- out tomorrow after school."
- 3 "My class is ----- on a play next month for the 'Annual Cultural week'" explained Rina to her grandmother.
- 4 Kishan told his parents, "I want to be an actor, so I'm --- on at school for an hour tomorrow. I hope you don't mind?"
- 5 "What's ----- at your school tomorrow, Kishan?" asked his father. "Mr Ahmed and Mrs Amin are ----- actors and actresses for the play," Kishan replied.

**D Read the paragraph. The sentences are in the wrong order.**

"But I don't want to be the ghost!" she added. "Do you mind?" asked Rina. "I want to be one of the characters in Mr Ahmed's play." Rina replied. "Yes, it's called 'The Ghost', Rina answered. "Has Mr Ahmed written a play?" asked Mrs Salam. "No, but what for?" asked Mrs Rehana Salam." I want to stay on at school for an hour tomorrow, mother,"

Now write them in the correct order in your exercise book.

---

## Lesson-9

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# THE GHOST

(a one-act play)

### A Read the play and act it out.

#### Scene 1

*A village road. There should be a picture of a banyan tree at the back. Darkness. Weird background music gradually becomes louder and louder. In the faint light a ghostly shape appears Up Left. The shape is covered with white cloth. A bamboo frame has been fixed inside the cloth to make it tall. Kalim is seen Down Right with a bag in his hand.*

Kalim : *(Trembling)* Oh! No! No! God! *(music becomes slower)* La-i-la-ha-I-ll-al-lahu Muhammadur Rasulul-lah. *(he goes on reciting). The shape slowly approaches, and reaches its hand, towards him. Music becomes louder. Kalim is terribly scared, leaves the bag there and runs away. The stage is darkened. Only the vigorous laughter of the Ghost is heard: "Ha! Ha! Ha!"*

*curtain*

#### Scene-2

*Night. Sana is reading by a lamp light. Loud knock at the door.*

Kalim : *(beyond)* Open the door. Open, open! Please! *(knocks harder)*

Sana : He is going to break the door. Who is it? *(opening)* oh! Kalim, what happened?

Kalim : *(trembling)* Water! First give me a glass of water ..... o-o hooh-hooh!  
*(Sana gives a glass of water. Kalim empties the glass at one gulp)*  
 Ah..... He nearly killed me!

Sana : Who?

Kalim : The Gh-oo-u-st! The Ghost of the banyan tree.

Sana : That Ghost again! *(goes near the window, opens it and looks out)* How is it that I don't find any ghosts in that tree! I looked for the Ghost several times. But nothing - I found nothing.

Kalim : Don't look at that tree at night, Sana. Close the window, please.  
*(Sana closes the window, sits again and thinks for some time)*

Sana : The ghost is doing a lot of harm to the villagers.

Kalim : Yes! Yes! The other day Keramat told me. He was so frightened that he left his bag of rice. He was returning home from the bazar.

Sana : Keramat also told me. But I did not believe him at that time. But a few days later the Ghost frightened my cousin too. The poor man lost his basket of mangoes and ran for life. *(suddenly loudly)* No, no! He must be stopped!

Sajeda : *(entering)* Who, brother? *(not seeing Kalim)* Why are you shouting at this hour of night? You will wake father. Don't you remember he has a bad fever? He's just gone to bed.

- Sana : I'm sorry, Sajeda. Look at Kalim. He was also caught by the Ghost.
- Sajeda : *(looks at Kalim Kalim nods helplessly)* O that Ghost! He should be taught a good lesson.
- Kalim : But he is dangerous.
- Sana : We could be more dangerous. Do you agree that we should stop the devil?
- Sajeda : Yes. We must.
- Sana : Good. Then tomorrow I am going to ask my friends to come here. We will see-
- Kalim : See whatever you like, but don't tell my name.
- Sana : *(to Kalim)* You too come here tomorrow night at this hour, ha?
- Kalim : No, no! I don't want my rice back.
- Sana : You are a man, Kalim. Why are you trembling? Don't fear. My friends will be with us. So man, come tomorrow.
- Kalim : Tomorrow is tomorrow. Take me home please! It's dark outside.
- Sajeda : OK, Kalim. I'll bring a lantern, *(she goes in)*
- Sana : I'll bring a lathi for you. *(about to go in)*
- Kalim : No, no! Don't go!  
*(Sana stops. Sajeda comes with a lantern. He goes in)*
- Sajeda : Perhaps you were taking the rice for your supper. *(Kalim nods)* What will you eat tonight then? *(Kalim looks vacantly. Sana comes with two lathis)* Wait a minute, brother. *(she goes in hurriedly. Sana gives a lathi to Kalim and takes the lantern in one hand and the other lathi in another. Sajeda enters with about a kg. of rice wrapped in a piece of cloth)*
- Sajeda : *(giving the rice to Kalim)* For your supper.  
*(Kalim takes the bundle gratefully. Sana and Kalim go out. Sajeda looks at them).*

Curtain

Scene-3

*Evening. Sana's room. Sana, his friends Tareq and Malek, his sister Sajeda and her friend Rowshan are discussing.*

- Rowshan : I think it will be too daring to go to catch the Ghost at night.
- Tareq : And you can't catch the Ghost. A ghost does not have any body like yours or mine. It is all spirit.
- Sana : Many people have seen the Ghost with their own eyes. It must have a body.
- Tareq : The body of a ghost is an illusion, my grandfather said. And it can vanish whenever it wants to.
- Rowshan : I think Tareq is right. Since it can be invisible, it can do us great harm.
- Sana : What do you think, Malek?
- Malek : I don't believe in ghosts. Father says there's no ghost - it's only our imagination. We imagine that there may be a ghost in a particular place and we see the ghost there. But-



- Sajeda : But what?
- Malek : But I cannot disbelieve it when a grown up man like Keramat says that he has seen the Ghost with his own eyes. However I feel curious to see what kind of ghost the Ghost of the banyan tree actually is.
- Tareq : Your curiosity may be the cause of even our death.
- Rowshan : Yes, ghosts often frighten people to death.
- Sana : Look, look! This Ghost seems to be different from other ghosts.
- Rowshan : How?
- Sana : The Ghost attacks only a lonely passer-by with a bag or basket of something- rice, wheat, fruit, fish, etc.
- Tareq : What are you suggesting?
- Sana : I am suggesting that this Ghost is needy. It frightens a lonely person to take his bag or basket away. Nobody found a bag or a basket under the banyan tree. The Ghost takes them all, (pause) why?
- Tareq }  
Rowshan } : Why?
- Sana : It needs food.
- Tareq : Come on. Ghosts do not need to eat.
- Sana : That's why this Ghost is different from others.
- Malek : Is he a thief then?
- Tareq : A thief!
- Sana : May be.
- Tareq : It's interesting. Isn't it?
- Rowshan : Yes, very interesting.
- Sana : Let's go and see then what it is.
- Tareq }  
Rowshan } : But ....
- Malek }  
Sana : No but! And let me tell you, you need not fear anything because I'll take a lathi, and you, everybody will take one. I'll go near the Ghost. Tareq and Malek, you will hide yourselves in the bushes on the sides of the road. You will come to me only when I'll cry once. Sajeda and Rowshan, you will stay here. In case there's any trouble I'll cry twice. Then you call father and the neighbours and come to the spot. OK ?
- All : OK. *curtain*

#### Scene-4

*Night. The road. Sana, Tareq and Malek are on the road. Sana is dressed as an elderly villager. Both Tareq and Malek are dressed in black. Both of them have a torch each.*

Sana : (carrying a bag with his lathi) You stay here quietly. Heads down. Yes.

Tareq : How long shall we stay in the dark?  
 Malek : S s s s h!  
 Sana : Do you remember what you will do when I give a cry?  
 Tareq & Malek : Yes.  
 Malek : Take care, Sana.  
*(Sana nods and leaves)* *curtain*

### Scene-5

*As scene 1. Sana walks from Down Right. The Ghost appears Down Left. Music.*

Sana : Who are you?  
*(The Ghost does not speak. It moves toward Sana and reaches its hands, makes nasal sounds to frighten Sana) Stop your game. I know who you are. I know! (Sana gives a cry. Tareq and Malek rush in and encircle the Ghost. Malek is ready to strike. Tareq is still afraid. The Ghost stands still)*  
 No, don't do that. Focus the torches. *(they do so)* Now show your face and take off your things! Or, we'll kill you. *(Sana holds his lathi up. Malek is ready to strike) Hurry up!*  
*(The Ghost takes off a piece of cloth from the upper part of his body. A bamboo frame is discovered).*

Sana and Malek : A-ha! That made you so tall. Alright. Now take it off.  
*(The Ghost takes off the frame and all three recognise him).*

All : *(Surprised)* Keramat! Is it you!  
 Keramat : *(crying)* O forgive me. I'll never do it in my life.  
*(He goes on his knees before Sana)*

Tareq : Forgive! I'll kill you. *(goes to strike)*  
 Sana : *(to Tareq)* Hold! Hold! *(to Keramat)* You must come with us.  
 Malek : You must show your ugly face to the villagers.  
 Tareq : Let us paint his face with lime and tar and make him a real ghost and show him to the villagers.  
*(Malek and Tareq hold Keramat tightly)*

Keramat : *(weeping)* O don't do it, please! I'll never- never do it again!  
*(He goes on crying. Sajeda and Rowshan enter silently)*

Sajeda : Where's the Ghost?  
 Tareq : *(jumps with fear)* O oh! You! Here! Here he is! *(shows Keramat)*  
 Rowshan & Sajeda : Keramat.  
*(All look at the sad face of Keramat)*

*curtain*

**A Ask and answer the questions.**

- 1 Who was the ghost?
- 2 Who did he frighten?
- 3 Why did he frighten people?
- 4 Why was he himself frightened when he took off his white cloth?
- 5 How did Keramat try to frighten people?

**B Ask and answer questions about yourselves.**

Ask and answer questions about a play you have seen. Ask questions like this :

- |                              |                         |
|------------------------------|-------------------------|
| - Have you ever seen a play? | - Where did you see it? |
| - Who put it on?             | - What was it called?   |
| - What was it about?         | - Did you like it?      |

**C Write about a play.**

Now use the answers you or your partner gave in Section B to write about a play. Begin like this.

(Title of the play)

I want to write about a play. I saw it .....

## Unit Five : Learning From Experience

### Lesson 1

## Knowledge : Part 1

### A Read the dialogue and act it out.

Mrs Amin and her class are having a discussion.

- Mrs Amin : Did you enjoy putting on your play last week, students?
- Mina : Oh, yes, we did.
- Anwar : It was hard work, but I think it taught us a lot.
- Rafi : How could it? It was only entertainment!
- Luna : What's wrong with entertainment? Mrs Amin's stories are entertaining, but don't they teach us a lot?
- Rafi : Well, what did the play teach us?
- Anwar : How to act; how to work together -----.
- Mrs Amin : Yes, don't you think we learn from experience? If we experienced more things, we might learn more. Do you remember going to the smithy with Mr Ahmed?
- Kashem : Oh, yes. We learned a lot from that.
- Anwar : Yes, because it was an interesting experience.
- Mrs Amin : But some people don't understand that. They think knowledge can only be found in books. But what about our minds? Books are only things!
- Rafi : I don't understand. What's 'mind'?
- Mrs Amin : Good question, Rafi, One possible answer is in a poem. I'll read it out to you.

### B Ask and answer questions.

What did Mrs Amin, Anwar, Rafi and Luna think?

- 1 First complete the statements by filling in the gaps.
  - 1 Mr Ahmed's ..... taught the students a lot.
  - 2 The play was only .....
  - 3 Mrs Amin's ..... taught the students a lot too.
  - 4 We learn from .....
  - 5 The visit to the .....was an interesting experience.
  - 6 A..... might answer Rafi's question.
- 2 Who thought these things? Ask and answer like this :

**Example :** 1 Student 1 : Who thought that Mr Ahmed's play taught the students a lot?  
 Student 2 : Anwar. Who thought that the play was only.....?

**C Make sentences.**

- 1 When do we learn? Read the dialogue again and complete the statements :

We can learn when we

(i) put on.....

(ii) listen to or read .....

(iii) have interesting .....

(iv) visit interesting places, like the ..... in the textbook.

- 2 Now find this sentence in the dialogue :

If we experienced more things, we might learn more.

Then use the sentences in Section 1 to make similar sentences, like this :

**Example :** 1 If we put on more plays, we might learn more.

## Lesson 2

# Knowledge : Part 2

**A Read and listen to the poem.**

*Mrs Amin reads out this poem to her class*

### Knowledge

Your mind is a meadow  
 To plant for your needs;  
 You are the farmer  
 With knowledge for seeds,  
 Don't leave your meadow  
 Unplanted and bare,  
 Sow it with knowledge  
 And tend it with care.  
 Who'd be a know-nothing  
 When he might grow  
 The seeds of knowledge  
 Of stars and snow;  
 The science of numbers,  
 The stories of time,  
 The magic of music,  
 The secrets of rhyme?  
 Don't be a know-nothing!  
 Plant in the spring,  
 And see what harvest  
 The summer will bring.

*By Eleanor Farjeon*

**B Ask and answer the questions.**

- 1 What does the poet want us to plant in our minds?
- 2 What does she think we can learn from? (Name four things in the poem).
- 3 What does 'spring' mean, when the poet says, 'Plant in the spring'?
- 4 What do 'harvest' and 'summer' mean in the next two lines?
- 5 Why does the poet call us 'farmers'?

**C Complete the list.**

Look at the table below. It shows words that rhyme in the poem. Now listen to the poem again and complete the table.

Words that rhyme in the poem.

needs	rhymes with	seeds
bare		.....
.....		snow
time		.....
.....		bring

**D Complete the dialogue.**

Fill in the gaps with meaningful words. Then act the dialogue out.

Mrs Amin is talking to her class about the poem.

- Mrs Amin : Why does the poet talk about meadows and seeds in her poem?
- Shahid : Does she want us to put seeds into our meadows?
- Mrs Amin : Yes, but what are our meadows?
- Mariam : Our..... And the seeds are 'seeds of knowledge.'
- Mrs Amin : Yes, good. But why meadows and.....?
- Mina : Because we can plant and ..... things in our minds.
- Mrs Amin : Right. How does the poet think we might do that?
- Kishan : If we studied .....
- Rina : Or if we listened to stories, or poems, or.....
- Mrs Amin : Very good! What would happen to seeds if they weren't planted?
- Sarah : They'd.....
- Mrs Amin : Yes, that's right. And if we didn't cultivate our minds, they might die too.

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**Lesson 3**

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**Knowledge : Part 3****A Talk about the picture and read the story**

When Rina came home from school that day, she was very pleased to see her grandmother. "Hello Rina," her grandmother said. "I've come for a few days while your mother's away. She's going to Dhaka on a five-day course. She's going to learn more about computers, I think." "Learn!" exclaimed Rina. "Isn't she going to teach on the course? She's the same age as my teacher, Mrs Amin. How can she be a student?"

Mrs. Murshed laughed, "Well, I'm still learning, Rina." "But you know everything, grandmother," said Rina. Mrs Murshed laughed again. "Thank you, Rina, but no, I don't. But there was a doctor at the hospital like that. He was a very proud man and thought he knew everything. But how can anyone know everything? It's impossible." "Don't we learn from experience?" asked Rina. "Mrs Amin thinks we do, and you've had so much experience, grandmother." "Yes, I have," agreed Mrs Murshed. "But how much do we learn from it? Do you know about the six blind men and the elephant?" "No," Rina replied. "Is it a story, grandmother?" "Well, it's a poem actually," explained her grandmother. "But I'll tell you the story first." "Oh, thank you, grandmother. Can Tunu hear it too?" asked Rina. "Yes, of course he can," replied Mrs Murshed. "Call him here, and I'll tell it to you both." So Rina ran into the garden and called Tunu. Then they sat down and listened to their grandmother's story.

**B Choose the correct statement.**

- 1 Rina's grandmother
  - (a) went with her mother to Dhaka.
  - (b) came home from school with her.
  - (c) has come to stay with her.
- 2 Rina's mother .....on a course.
  - (a) is going
  - (b) has been
  - (c) is away
- 3 Rina's mother is going to ..... in Dhaka.
  - (a) study
  - (b) teach
  - (c) live

- 4 Rina's grandmother knows  
 (a) everything  
 (b) nothing  
 (c) a lot.
- 5 Rina was happy to  
 (a) tell a story about six blind men and an elephant.  
 (b) listen to a story with her brother, Tunu.  
 (c) run into the garden and play with Tunu.

**C Make statements.**

- 1 First use the table to make meaningful statements about Mrs Amin, Mina, Rina and her mother and grandmother, like this :

**Example :**

1 Mrs Amin was pleased to discuss things with her students.

or

Mrs Amin was happy to discuss things with her students.

Mrs Amin				tell a story to Rina and Tunu.
Rina's mother		pleased		see her grandmother.
Rina	was	happy	to	act the part of Sana in the play.
Mrs Murshed				discuss things with her students.
Mina				be taught about computers.

- 2 Then check your statements by asking and answering questions, like this:

Student 1 : What was Mrs Amin pleased to do?

or

What was Mrs Amin happy to do?

Student 2 : Discuss things with her students. What was Rina's mother--?

**D Ask and answer questions about yourselves.**

- 1 Ask and answer questions like this :

Would you be pleased/happy to :

- tell a story to your class?
- cook a meal for your family?
- write a letter to a pen-friend?
- act in a play?
- climb a tree and contemplate yourself?
- go to Dhaka or Chittagong?

Make up some similar questions of your own.

- 2 Then write down one thing your partner would be happy to do and one thing he/she would not be happy to do.



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**Lesson 4**

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**Six Blind Men And An Elephant : Part 1****A Talk about the picture and read the story.**

Mrs Murshed is telling a story to her grandchildren.

Once upon a time, many years ago, there lived six young men. They were very keen to learn and never stopped searching for knowledge. But unfortunately all of them were blind. One day they were walking through the dark Indian forest, when they heard a sound. They all stopped and listened carefully. "What's that?" one of them asked. They listened again. "Let's go and find out," another said. "I don't think it's dangerous and we might learn something new." So very slowly and carefully they approached the sound.

Suddenly a voice called out, "Good morning, gentlemen. Where are you going?" "Oh, nowhere; we're just looking for something," replied the six blind men nervously. "Who are you?" "I'm a teacher," replied the voice. "Can I help you?" "Perhaps you could teach us something new and interesting?" they all suggested eagerly. "Certainly, I could," replied the voice. "But first let me tie up my elephant." "Your elephant? What's that?" asked the blind men curiously. "Well," replied the teacher. "Follow me and you'll find out." "The six blind men felt very happy as they followed the voice of their new teacher. "We're going to learn something new and interesting today," they all said excitedly.

**B Ask and answer the questions.**

- 1 In what way were the six men unfortunate?
- 2 Why did they stop walking in the forest?
- 3 What did they never stop doing?
- 4 Who did they meet in the dark Indian forest?
- 5 Why did they start feeling curious and excited?

**C Make more questions about the six blind men. Then ask and answer them.**

- 1 Ask how the six blind men:
  - listened to the sound in the jungle
  - approached the sound
  - replied to the voice

- spoke to the teacher
- asked about the elephant
- spoke to each other

and use the words below to answer them :

**nervously   carefully   excitedly   eagerly   curiously   slowly**

**Example :** Student 1 : How did the six blind men listen to the sound in the jungle ?

Student 2 : They listened to it carefully. How did they.....?

**D   Read the paragraph. The sentences are in the wrong order.**

"How can we do that?" they asked him. After about ten minutes, he told them to stop. "Take it in turns to feel it very carefully," the teacher answered. "My elephant is here," he explained to them. The six blind men followed their teacher through the dark Indian forest. "You don't know about it, but now you can find out." "Then you will know about it for yourselves."

Now write them in the correct order in your exercise book.

---

**Lesson 5**

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**Six Blind Men And An Elephant : Part 2**

**A   Talk about the picture . Then read the dialogue and act it out.**

**LEG                  TAIL                  TUSK                  TRUNK                  SIDE                  EAR**



The six blind men stood in front of the elephant. Then they took it in turns to feel the elephant.

First blind man                  :    Oh, what's this? Let me feel. Goodness! It's very big and rough, just like a wall!

- Second blind man : Now let me feel it. What's this? It's not rough, it's smooth. And it's round and long. It's just like a spear!
- Third blind man : Let me feel it now. It's not like a spear. It's moving and it's soft! It's more like a snake!
- Fourth blind man : Now it's my turn. Let me feel it. It's not moving. It's thick and large. It's just like a tree!
- Fifth blind man : Right, now let me feel it. It's large, but it isn't thick. It's thin. It's just like a fan!
- Sixth blind man : I don't understand. You've all said different things. Now let me feel it. Oh, yes, it's definitely moving, but not like a snake. It's swinging like a rope!

### B Read and match.

- 1 Look at the picture and use the labels to fill in the gaps in the sentences :

- 1 The first blind man touched the elephant's .....
- 2 The second blind man touched the elephant's .....
- 3 The third blind man touched the elephant's.....
- 4 The fourth blind man touched the elephant's.....
- 5 The fifth blind man touched the elephant's.....
- 6 The sixth blind man touched the elephant's.....

- 2 Now check your answers by asking and answering questions, like this :

Student 1 : What did the first blind man touch?

Student 2 : The elephant's ..... What did the second.....?

### C Point and say.

- 1 Point to the picture and use it to ask and answer questions about the elephant, like this :

#### Example :

Student 1 : (pointing) What did this feel like?

Student 2 : Big and rough, just like a wall. (pointing) What did this feel like ?

- 2 Now use your answers to complete the statements :

- 1 The elephant's side was ..... and felt just like a .....
- 2 Its tusk was ..... and felt just like a .....
- 3 Its trunk was ..... and felt just like a .....
- 4 Its leg was ..... and felt just like a .....
- 5 Its ear was ..... and felt just like a .....
- 6 Its tail was ..... and felt just like a .....

### D Guessing game.

Look around your classroom and choose something in it. Then imagine you are blind. What would it feel like? Describe it to the class. The other students have to guess it.

#### Example :

Question : What's small and hard, but breaks easily?

Answer : A piece of chalk.

---

## Lesson 6

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### Six Blind Men And An Elephant : Part 3

#### A Read the story

Mrs Murshed continues her story.

The six blind men argued because they couldn't agree with each other. The teacher let them argue with each other for some time. Then he cried out. "Stop now! Stop and listen to me!" When the six blind men heard their teacher, they felt ashamed and stopped arguing. "We're sorry," they said. "We forgot about you. Would you help us? We've all felt your elephant, but unfortunately we can't agree about it."

The teacher laughed, "Yes, you've all got different opinions, but you're all right" The six blind men were confused, "How can we all be right?" they asked. "We don't agree with each other." I thought you all felt the elephant," the teacher said, "Yes, we did, but our experiences weren't the same," they replied, "But then, if we all felt the same elephant, how could they be different? We don't understand,"

The teacher laughed again, "I've lived in this forest for many years," he said. "It's dark here because of the trees. And the sky is far away; a small circle of light," "Is the sky a small circle of light?" asked the six blind men, "Is the elephant a wall, or a spear, or a snake, or a tree, or a fan, or a rope?" asked the teacher. "My elephant is huge and there is no end to the sky. They are all these things and more,"

#### B True or false? If false, give correct information.

- 1 The six blind men argued for a long time because they had different opinions.
- 2 When the six blind men were arguing, they felt ashamed.
- 3 The six blind men couldn't agree with each other, because they all felt the elephant.
- 4 The six blind men felt the same elephant, but they had different experiences.
- 5 The elephant is more than a wall, or a spear, or a snake, or a tree, or a fan, or a rope.

#### C Make statements.

- 1 First complete the table.
- 2 Then use it to make meaningful sentences using 'for,' like this :

**Example : 1** The teacher lived in the forest for many years.

Person	Activity	Time
The teacher	..... in the forest	many years
The six blind men	searched for .....	a long time
Rina's grandmother	..... with her	about a week
Rina's mother	went to .....	five days
Rina	..... to a story	half an hour

**D Complete the paragraph and dialogue. Then act out the dialogue.**

Use the words below to fill in the gaps in the paragraph and dialogue.

**our                      their                      your                      my                      her**

Rina and Tunu enjoyed ..... grandmother's story and the next day Rina told it to ..... class at school.

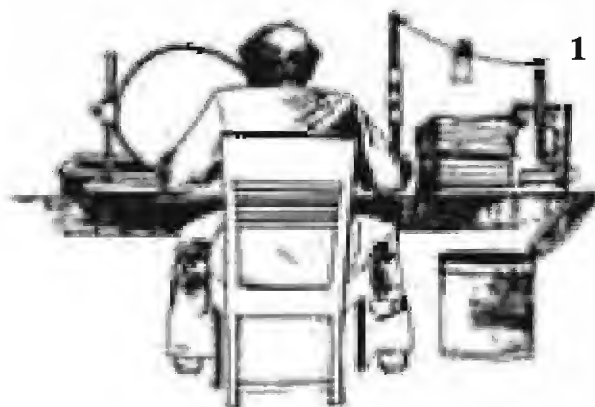
- Mrs Amin : That's a very nice story, Rina. And ..... grandmother's quite right. It's impossible to know everything. What do you think, Mina?
- Mina : I agree. It's not possible to know everything. But isn't a little knowledge better than nothing?
- Mrs Amin : What do you think, Anwar?
- Anwar : I once heard ..... father say a very interesting thing. He said, "A little knowledge is a dangerous thing."
- Rina : What did ..... father mean, Anwar?
- Anwar : Well, I don't know, but it must mean something.
- Mrs Amin : Yes, it does, For example, if we think ..... knowledge is huge, then we become proud. And a proud person is a dangerous person. Tomorrow I'll tell you a story about it.

## Lesson 7

### The Magician : Part 1

**A Talk about the pictures and read the questions. Then listen to the story and answer them.**

- 1 Who can you see in Picture 1?
- 2 Where is he ?
- 3 What is he doing in picture 2?

**B Now listen to the story again and choose the correct statement.**

- 1 Frankel lived in a small town in
  - (a) England
  - (b) Germany
  - (c) Bangladesh

- 2 He was a good magician, because he  
 (a) cast spells on good and bad people.  
 (b) used his spells to make good people bad.  
 (c) used his spells to make bad people good.
- 3 He ..... to make his life easier and more comfortable.  
 (a) used his magic.  
 (b) did his housework.  
 (c) used his time well.
- 4 ..... did his housework  
 (a) Frankel.  
 (b) Frankel's student.  
 (c) Frankel's furniture.
- 5 Frankel wanted a student to  
 (a) sweep the floors.  
 (b) learn about magic.  
 (c) wash his shirt.

When you have chosen the correct statement, listen to the story again and check them .

### C Read and match.

- 1 First join Lists A & B with 'use + to' to ask meaningful questions about people and things in the textbook. Begin each question with 'What did?' Then use List C to answer, like this:

**Example :1** Q What did Mr Ahmed use to frighten people in the audience?  
 A A ghost

List A	List B	List C
Mr Ahmed	teach and entertain her students	interesting stories
the teacher	make his furniture do his housework	its trunk
the elephant	teach the six blind men	his spells
Frankle	frighten poeple in the audience	an elephant
Mrs Amin	eat leaves and bananas	a ghost

- 2 Then use your questions and answers to write meaningful statements in your exercise book, like this:

**Example : 1** Mr Ahmed used a ghost to frighten people in the audience.

---

**Lesson 8**

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**The Magician : Part 2****A Talk about the pictures and read the story.**

Mrs Amin continues her story.



About ten miles from Frankel's town was a city with a famous university. Frankel decided to go there and talk to his friends, the professors.

"I was a student here twenty years ago," he told them. "Since then I have studied for a long time and made many discoveries. But if I don't have a student, all my knowledge will be wasted. So please ask all your best students to come and see me as soon as possible, and I will choose a suitable one,"

The university professors told their best students and when they heard about Frankel's plan, they all felt very excited. "He's such a famous magician," they said, "He could teach us a lot."

So they all went to see Frankel and finally he chose one. His name was Hans.

Hans was eighteen years old and an intelligent and keen student. When he told his father about Frankel, his father was pleased, "I've known Frankel ever since I've lived in this town," he said. "He's a powerful magician and a very good man. He'll be an excellent teacher for you. We'll go and see him together."

So Hans and his father went to see Frankel, and Frankel spoke to Hans. Then Hans's father said to Frankel, "If my son stays with you, he'll learn more. I can give you some money for



him every month," Frankel liked Hans, so he answered, "That's an excellent idea. When would you like to start, Hans? How about tomorrow?" "Oh, thank you very much, sir," replied Hans happily.

**B Ask and answer the questions.**

- 1 Where was the university?
- 2 When was Frankel a student there?
- 3 What would happen if Frankel didn't have a student?
- 4 Why were the university students so excited?
- 5 Han's father told him three things about Frankel. What were they?
- 6 Why did Han's father want Hans to stay with Frankel?

**C Complete the statements.**

**Fill in the gaps with either 'for' or 'since'.**

Examples of **for** and **since**.

Durdana : How long have you studied English?

Tamanna : For seven years.

Durdana is again asking her friend Tamanna to tell her about the exact time.

Durdana : Since when have you been studying English?

Tamanna : Since 1994.

- 1 ----- he left university, Frankel had studied magic.
- 2 Frankel was at the university ..... five years.
- 3 Frankel had discovered many things ..... he was a university student.
- 4 Han's father had known Frankel ..... many years.
- 5 All the best university students went to see Frankel ..... about a week.

**D Complete the dialogue. Then act it out.**

Frankel is speaking to Hans.

Frankel : What are you ----- university, Hans?

Hans : Science and mathematics are my main subjects.

Frankel : Good. They're important in my work. Do you know what I do?

Hans : Yes, sir. You're -----.

Frankel : Yes, that's right. Would you like to become one too?

Hans : -----

Frankel : Excellent! But why are you so interested?

Hans : Beacuse -----



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**Lesson 9**

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**The Magician : Part 3****A Talk about the picture and read the dialogue. Then act it out.**

It was warm and sunny the next day and Hans arrived early at Frankel's house.

Frankel : This is your room, Hans. I hope you'll like it.

Hans : Oh it's very nice. Thank you, sir.

Frankel : I'm glad you like it. Will you keep it clean and tidy?

Hans : Of course, sir. What about the other rooms?

Frankel : Thank you, but it's not necessary to clean the other rooms. Only the laboratory.

Hans : Is it in your house?

Frankel : Yes, I'll show it to you now. Come along.

(Frankel takes Hans to his laboratory)

Hans : What are all these complicated things?

Frankel : They're my instruments. They have to be kept very clean. It's important for my work. But in order to clean them you must know about them well, Hans. Some of them are very delicate. In this way you'll begin to learn the art of magic.

Hans : I thought it was a science, sir.

Frankel : Did you? Well, in some ways it is but for some reason people call it an art. Now it's time to begin our work. Come along, Hans.

**B Ask and answer the questions.**

- 1 What was it like when Hans went to Frankel's house?
- 2 Which rooms did Frankel want Hans to clean?
- 3 What were Frankel's instruments like?
- 4 Why did Frankel want Hans to clean his instruments?
- 5 What is Hans going to study?

**C Read and match.**

Use Lists A & B to make meaningful statements. Begin each statement with either 'It was' or 'It wasn't' like this :

**Example :1** It was a warm and sunny day when Hans went to Frankel's house.

List A	List B
a warm and sunny day	for Frankel and Hans to begin their work
early	for Hans to clean all the rooms in the house
necessary	when Hans arrived at Frankel's house
important	when Hans went to Frankel's house
time	for Frankel's work to clean all the instruments

**D Talk about yourselves.**

Hans wanted to be a magician. What do you want to be?

1 First read and act out the dialogue.

Luna : What would you like to be, Mariam?

Mariam : I'd like to be an artist. What about you, Luna?

Luna : I'd like to be a nurse. Why do you want to be an artist, Mariam?

Mariam : I like looking at beautiful things and I enjoy painting and making things. Why do you want to be a nurse, Luna?

Luna : I'm interested in medicine and like helping people. Last week I helped to nurse my grandmother.

2 Then have a discussion like Luna and Mariam.

---

## Lesson 10

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# The Magician : Part 4

### A Read the story.

Hans lived happily and worked hard in Frankel's house. He admired Frankel and his magic powers, but he was puzzled. Frankel's house was always clean, but who cleaned it? Hans cleaned the laboratory and his own room, but who cleaned the other ones? And who cooked the meals? It was very puzzling. Could Frankel use his magic to do all these things?

One day Hans was cleaning a very complicated and delicate instrument. "Clean it very carefully, Hans," said Frankel. "I'm going to use this instrument to cast a very powerful spell. "A very powerful spell!" exclaimed Hans excitedly. "Oh, how interesting! Can I watch you cast it please, sir?" "If you clean this instrument properly, you'll certainly learn something about the spell," replied Frankel. "But I'm afraid you can't watch me cast it." Hans looked very disappointed, so Frankel explained. "You're learning very well, Hans and I'm really very pleased with you. But you must be patient. You see, my magic is very powerful, so it can be dangerous. "But it was difficult for Hans to be patient. He felt very curious and because he admired Frankel he wanted to be like him. He wanted to become a powerful magician quickly.

Frankel understood Hans very well and felt worried. "What would happen if Hans tried to use my magic too early?" he asked himself. "He could hurt himself and others badly. I must do something. We only really learn from experience, so I must teach him a lesson quickly."

### B True or false ? If false, give the correct information.

- 1 Hans knew how Frankel cleaned his house and cooked his meals.
- 2 Frankel used instruments to cast magic spells.
- 3 Hans was disappointed because Frankel wasn't teaching him anything.
- 4 Frankel was worried because Hans wasn't learning very well.
- 5 Frankel's magic could be dangerous.

### C Complete the statements about Hans and Frankel.

- 1 First turn the adjectives in the table into adverbs. The first one is done for you.
- 2 Then use the adverbs to fill in the gaps in the statements below.

Adjectives	Adverbs
slow	slowly
quick	-----
careful	-----
excited	-----
happy	-----

- 1 Hans lived ----- with Frankel in his house.
- 2 Hans cleaned the complicated and delicate instrument very -----.
- 3 Hans thought he was learning about magic too -----.
- 4 Hans spoke to Frankel -----, because he was interested in magic.
- 5 Frankel thought he should teach Hans a lesson -----.

**D Complete the paragraph.**

Use the words below to fill in the gaps.

**laboratory****complicated****spades****forge****smithy**

At the side of the laboratory was Frankel's library. In the laboratory, Frankel and Hans worked hard together. Hans thought the laboratory was rather like a ----- . For example, they sometimes used chains, bellows and a ----- to heat and mix different kinds of metals. But the work was more ----- than a blacksmith's. They used their instruments to make spells, not ----- and hoes. Frankel, however did not cast his spells in the ----. He cast them in his library with his books. And in the library, Frankel always worked by himself.

---

**Lesson 11**

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**The Magician : Part 5****A Talk about the picture and read the questions about it. Then listen to the story and answer them.**

- 1 Where are Hans and Frankel?
- 2 What are they doing?

**B Complete the statements.**

Listen to the story again. Then fill in the gaps with suitable words.

- 1 Frankel told Hans that the ----- was getting dirty.
- 2 Frankel went into his ----- to cast a spell.
- 3 Hans felt very excited, because the library ----- was open.

4 Frankel used a small metal ----- and a book to cast a spell.

5 Frankel wanted Hans to clean the ----- the next day.

Then listen to the story again and check your answers.

### C Read and match.

What did Mrs Amin/ Frankel / Hans think?

1 First join Lists A & B to make meaningful statements about their thoughts.

2 Then check your statements by asking and answering questions about them, like this:

**Example :**

Student 1 : What did Mrs Amin think?

Student 2 : She thought that she would tell her class 8 students a story about knowledge. What did Frankel think?

List A	List B
she would tell	Hans an interesting experience
he would fetch	at Frankel in his library
he would give	her Class 8 students a story about knowledge
he would peep	to eat chicken and fish for his dinner
Hans would like	a suitable student from the university

3 Finally, write your statements in your exercise book.

## Lesson 12

### The Magician : Part 6

#### A Talk about the pictures and read the story.

The next day, after breakfast, Frankel went to see his friend and Hans went to the laboratory. It was very dirty, so Hans started to clean it. Suddenly he stopped. "Why am I working so hard?" he asked himself. "There's no need to. I can use Frankel's spell for housework



instead." Hans felt excited but nervous as he walked into Frankel's library. The small metal object and the book were still there on Frankel's desk. Hans sat down and looked at the book. Then he held the small metal object and followed the instructions carefully. It wasn't easy to cast the spell, but he did his best. Then he stood up. "There, I've done it," he said to himself proudly.

After a few minutes, the door of the laboratory suddenly opened and in walked a brush. It had arms and legs just like a person and was carrying a bucket of water. Hans was amazed. "Goodness!" he exclaimed. "Is the brush

going to clean the floor?" The brush emptied the water onto the floor, and then went out. After a few minutes it returned and emptied another bucket of water onto the floor. "That's enough water, brush," said Hans. "You can start cleaning the floor now." But the brush didn't start washing anything. Perhaps it didn't have any ears. Instead of washing the floor, it went out and fetched another bucket of water. Then it fetched another bucket of water, and then another. "Stop brush! Stop!" shouted Hans loudly. But either the brush couldn't hear, or it didn't want to stop. It just continued to fetch more buckets of water and pour them over the floor. Then the laboratory began to flood.

**B Ask and answer the questions.**

- 1 Why did Hans stop cleaning the laboratory?
- 2 What were lying on Frankel's desk?
- 3 What did Hans use them for?
- 4 Why did he feel amazed?
- 5 When did he shout loudly?

**C Write a composition.**

- 1 First read and act out the dialogue.

Mrs Amin is having a discussion with her class.

Mrs Amin : In the story, Hans experienced a flood, but I know you have all experienced floods. What can you tell me about them?

Shahid : We have them in Nurpur every year.

Rina : It's even worse in the rural areas. My grandmother, aunt and uncle come to stay with us every year because of floods.

Mrs Amin : Well, I want you all to write about a flood. You could either write about your experience of a flood, or you could write about a flood that other people have experienced. Maybe they told you about it, or you read about it in a newspaper. Try to make it simple, but exciting.

- 2 Imagine you are one of Mrs Amin's students and write two or three paragraphs about a flood. Include the following information:

- Where the flood happened.
- When it happened.
- Who experienced it.
- What happened : description of the flood.
- The result.

Begin like this:

**A Flood**

I am going to tell you about a flood. It happened .....



---

**Lesson 13**

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**The Magician : Part 7****A Read the story.**

The water in the laboratory rose higher and higher and Hans grew more and more worried. "If I don't do something quickly, the whole house will be flooded," he thought to himself. Then he saw a large axe. It was lying just beside the forge. He picked it up and waved it in the air. "Stop, brush, or I'll break you with this!" he shouted. But the brush didn't stop. So Hans took the brush and cut it in two. "There!" he exclaimed, "Now you'll have to stop!"

But Hans was wrong. The two broken pieces quickly grew more arms and legs, went out, and returned with a bucket of water each. Now Hans grew frightened and attacked the two brushes angrily with his axe. But when each brush was cut in two, the four pieces grew yet more arms and legs. Then all four brushes went out to fetch more buckets of water.

"Oh, what am I to do?" cried Hans. "Why wasn't I more patient? Why didn't I listen to my dear teacher!" Suddenly Hans remembered Frankel's library. "I didn't shut the door! What will happen to Frankel's books? They'll all be spoilt in the flood!" Hans looked nervously towards the library. There was someone there. Behind Frankel's desk rose a huge dark shadow.

**B Choose the correct statement.**

- 1 Hans wanted to do something quickly, so he
  - (a) shouted at the brush.
  - (b) picked up an axe.
  - (c) lay down beside the forge.
- 2 Hans picked up the axe because he wanted to
  - (a) break the brush.
  - (b) wave it in the air.
  - (c) frighten the brush.
- 3 Hans thought the brush would have to stop. But he was wrong because the brushes
  - (a) continued to work.
  - (b) were cut in two.
  - (c) stopped working.
- 4 Hans remembered Frankel's library because
  - (a) someone was in it.
  - (b) the library door was open.
  - (c) the library door was shut.
- 5 Hans could see into Frankel's library because
  - (a) there was a huge shadow in it.
  - (b) the water was going into it.
  - (c) the door was wide open.

**C Complete the statements.**

Fill in the gaps to make meaningful statements.

- 1 When the water started to ..... the laboratory, Hans grew ..... worried.
- 2 While Hans was worrying, the ..... in the laboratory rose .....
- 3 The two broken pieces of brush grew more ..... and .....
- 4 The four brushes went out and fetched ..... buckets of .....
- 5 The dark ..... behind Frankel's desk grew larger and .....

**D Complete the paragraph.**

Here are the first two paragraphs of Rina's composition. Complete the second paragraph by filling in each gap with a meaningful word.

**The Flood**

I am going to tell you about a flood. It happened last year in a small village outside the town of Nurpur. My grandmother lives there with my aunt and uncle. Near their house is a large river and every rainy season it floods.

Last year I was staying with them during the summer holiday. The water in the river was ..... every day because of the heavy rain. My grandmother ..... to stay with my mother in Nurpur, because she is afraid of floods. The next day, the water ..... to flood the fields. And the day after that, the river water ..... the house. When the water came into the house, we ..... all the furniture and other things upstairs. But it was difficult for the animals and the only way we could go outside was by boat.

---

**Lesson 14**

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**The Magician : Part 8****A Read the story and act out the dialogue.**

When Hans saw the huge shadow, he felt so afraid that he forgot everything else and tried to run away. But he couldn't. Then he tried to cry out, "Please don't punish me!" But when he opened his mouth, no sound came out "I'm going to be killed," Hans thought. "And when I'm dead, I won't be able to grow arms and legs again like the brushes. The brushes! Where are they? And the water! Where is it? Hans looked down. His feet were dry. The laboratory was dry. "Have I been dreaming?" he wondered.

"No, you haven't been dreaming," said a voice. Hans turned round and there in his library, was Frankel. Hans shook with fear.

Frankel : Did you try to cast one of my spells, Hans?

Hans : Yes, sir. Please forgive me.

Frankel : Fortunately it wasn't a powerful spell, but the results were serious. The books in my library were nearly spoilt. And you almost drowned. Don't you think that's serious, Hans?

Hans : Yes, sir.



- Frankel : I told you to be careful. Why do you think I told you that, Hans?  
 Hans : Because I don't know much about magic.  
 Frankel : How can you know much, Hans? You're a student and you've only just started to learn. You were impatient and wanted to cast a spell with your little knowledge, but a little knowledge is a dangerous thing, Hans. If you're impatient again .....
- Hans : I'll never be impatient again, sir. I promise. I've really learned my lesson.

**B Ask and answer the questions.**

- 1 What did Hans forget when he saw the shadow? (2 things)
- 2 Why couldn't he move or speak?
- 3 What made Hans think he was dreaming?
- 4 Why did Hans shake with fear when he saw Frankel?
- 5 How was Han's small amount of knowledge a dangerous thing?

**C Ask and answer more questions.**

- 1 First use the table below to make meaningful statements about Hans.

When Hans	opened his mouth to speak, thought he was dreaming, saw the huge shadow, heard a voice and turned round, saw Frankel in his library,	he shook with fear. he forget everything else. he heard a voice. nothing came out. he saw Frankel.
-----------	--	--

- 2 Then check your statements by asking and answering questions, like this :

**Example :**

Student 1 : What happened when Hans opened his mouth to speak?

Student 2 : Nothing came out. What happened when Hans thought ..... ?

**D Talk about your dreams.**

- 1 First read and act out the dialogue.  
 Mina : Have you ever had a dream when you couldn't move or speak, Luna?  
 Luna : Yes, I once had a very frightening dream about a ghost. In my dream I tried to run away from it, but I couldn't move. Have you ever had a dream like that, Mina?  
 Mina : Yes, about two weeks ago I had a dream about a horrible person. He had a huge knife in his hand and he wanted to catch me. I tried to scream, but nothing came out.
- 2 Now ask and answer similar questions about your dreams with your partner.

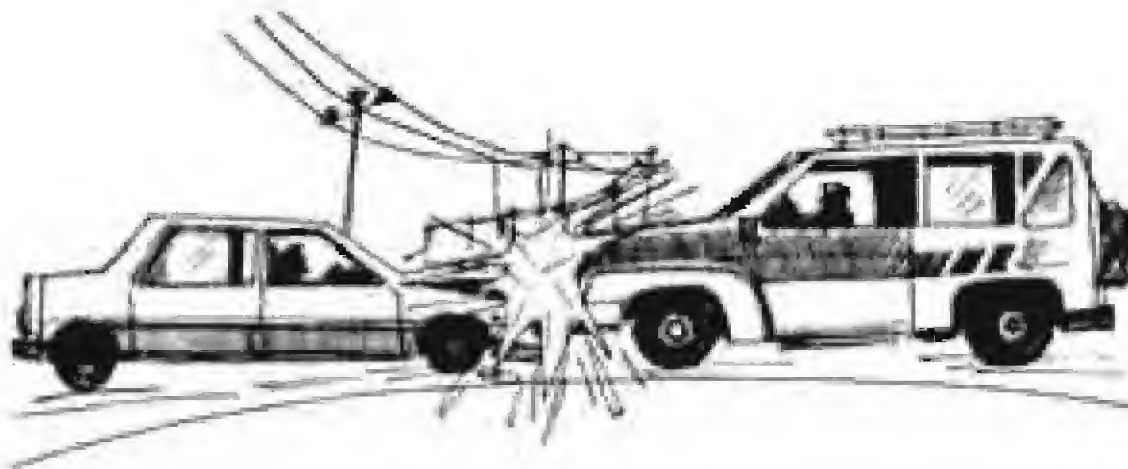
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**Lesson 15**

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**A Little Knowledge Is A Dangerous Thing**

**A** Talk about the picture and read the passage.



When Mrs Amin finished the story, she said, "In the story, Frankel told Hans, 'A little knowledge is a dangerous thing,' Can any of you give me another example of that?" Anwar put up his hand, "Yes, Anwar?"

"Well," replied Anwar. "My cousin in Dhaka is very interested in cars. Last year he was very excited, because his father bought one. When my uncle drove his new car, my cousin sat beside him and watched carefully. He looked at everything my uncle did, because he wanted to drive the car himself.

Then, one day, when my uncle and aunt were visiting us in Nurpur, my cousin decided to drive the car himself. He started the car and began to drive it into the road. He was so busy driving, however, that he didn't see another car coming towards him. As he drove the car into the road, the other car drove straight into him. When my uncle found out, he wasn't very pleased."

"I'm sure he wasn't, Anwar!" said Mrs Amin. "Thank you very much. That was an excellent example. Now, are there any others? Good. There are many more. So, first I'd like you to tell your stories to each other. They can be about your own experiences or other people's. Or you can use your imagination and make up a story. So first think about your story. Then tell it to your partner. Then write it down in your exercise book. The title will be 'A Little Knowledge Is A Dangerous Thing'."

**B** Ask and answer the questions.

- 1 What did Mrs Amin ask her students to give her?
- 2 Where could the students get this information?
- 3 Where did Anwar get his story from?
- 4 In Anwar's story, who is Frankel and who is Hans?
- 5 Why was Anwar's cousin too busy to notice a car coming?

**C Write a composition.**

Mrs Amin asked her students to write about 'A little Knowledge Is A Dangerous Thing'. Now imagine that you are one of them (like in Lesson 12, Section C) and write a composition too.

- 1 Use the clues below to think of a suitable story and write some notes/a plan for your composition.

Think of:

- knowledge of something (like magic, or driving a car)
- someone with a little knowledge of it (like Hans & Anwar's cousin)
- someone with a good knowledge of it (like Frankel & Anwar's uncle)
- a lesson learned through experience.
- where & when it was learned.

- 2 Then tell your story to your partner.
- 3 Now use the clues in 1, your notes/plan, and any idea your partner has given you, to write your story.

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**LISTENING COMPREHENSION PASSAGES**

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**The Smithy**

"Who wants to visit the smithy?" Mr Ahmed asked Class 8 the next day after school. About four or five boys were keen to go there with Mr Ahmed. "We have asked our parents," they said. "So there's no problem." "Very good," said Mr Ahmed. "Then let's go. We can walk there, because it's not very far."

The smithy stands near the large pond in front of Nurpur Government College. People call it the college pond. Mr Ahmed pointed to a small hut. "There it is," he said. "Can you hear anything?"

"Oh, yes," said Kashem. "I can hear a noise. Bang! Bang! Bang! What is it?" "It's the noise of the blacksmiths at their forge," explained Mr Ahmed. "Come and see for yourselves."

Mr Ahmed and the boys walked up to the smithy and looked in. Inside the hut were two blacksmiths. They were working together in front of their forge. They could also see a young boy of about their own age. He was helping the two blacksmiths as he was an apprentice. He pulled a small metal chain. When he pulled it, the bellows blew. Mr Ahmed and his students could see the large bellows at the back of the smithy. And in front of the bellows stood the forge.

The two blacksmiths were small but their muscles were as strong as iron. Bang! Bang! Bang! went their hammers. And the bright, burning sparks flew up in the air.

## Introducing Aesop

**Some months have passed and Mrs Ayesha Amin is talking to her class 8 students.**

"This morning, I'm very happy," said Mrs Amin. "Do you know why?" she asked. "Well, I'll tell you. It's because of our new school garden. You've all helped to make it look really beautiful. Look!" she exclaimed. "These flowers are from there." There was a vase of flowers on her desk. "And you've grown some lovely fresh vegetables too", she continued "You've all worked very hard. So today I'm going to tell you a story." The students were very happy and sat and listened very quietly.

"Who's this?" asked Mrs Amin. She showed her class a picture of a man. "He's not Bangladeshi. Is he American?" suggested Shahid. "No," replied Mrs Amin. "But you're right, Shahid. He isn't Bangladeshi. Look at his clothes." "Did he live a long time ago?" asked Mina. "Good! Yes, he lived a very long time ago," replied Mrs Amin. "In fact about two thousand years ago! Where do you think he came from?" Canada, England, and Italy were suggested, but none of the countries was right.

Italy's the best answer," said Mrs Amin. "But he came from another country in the south of Europe." "Spain?" suggested Kishan. "No," answered Mrs Amin. "Greece?" suggested Mina. "Well done, Mina!" exclaimed Mrs Amin. "Good! Yes, he came from Greece. His name's Aesop, and he helped to make many people happy. How do you think he did it?" "Did he grow lovely flowers?" asked Rina. "No, he wasn't a gardener", replied Mrs Amin. "He was a story-teller, and I'm going to tell you one of his stories."

## The Ant And The Grasshopper : Part 4

**Mrs Ayesha Amin continues to tell Aesop's fable to her students in Class 8.**

After some time, the warm sunny days finished. Then the winter season came and the weather in Greece grew cold. The soft earth became hard and nothing could grow. The leaves dropped off the trees and the countryside looked bare and grey. Then it started snowing and the fields were covered in soft white snow. Mr Ant stayed inside his house. Through his windows he looked at the trees and the white fields covered in snow.

One morning, Mr Ant was eating his breakfast when there was a knock at his door. "Come in!" he shouted. The door opened and there was Mr Grasshopper standing outside in the cold. "Come in!" shouted Mr Ant again. "Would you like some breakfast?" Mr Grasshopper walked in very slowly and sat down. "What's wrong?" asked Mr Ant. "You look ill." "It's so cold, and I've nothing to eat," cried Mr Grasshopper unhappily. "What can I do, Mr Ant?"

Mr Grasshopper sat down and Mr Ant gave him some breakfast. While Mr Grasshopper ate it, Mr Ant spoke to him. "I feel very sorry for you, Mr Grasshopper," he said, "but while you were enjoying the warm summer months, I thought about the future. Do you remember?" "Yes, I do," replied Mr. Grasshopper. "The future does exist. It exists now. I was foolish. While you worked, I did nothing, and now I have nothing."

## Mr Anis Ahmed's Story : Part 2

**Mr Anis Ahmed continues to tell his story to the Class 8 students.**

"My wife and I decided that we would have to do something, "We have to do something quickly," my wife said. So we got some bamboo and made a fence all round the edge of our garden. It was so strong that the cows and goats couldn't get in and eat our plants again. So

we felt safe and planted some more seeds and seedlings. It was the summer season and the sun was so hot and the rain so heavy that we had to make mats to cover our tender seedlings.”

“We also thought we would plant a hedge, because a hedge is more permanent than a fence. And a thorny hedge is stronger than a fence. So, while we were looking after the young plants, we started planting a thorny hedge around the edge of the garden. ‘Then, after three or four months, our plants will always be completely safe,’ we thought,”

“Our plants grew very well. Then one day, when my wife was weeding in the garden, she called out to me, ‘Come over here, dear,’ she said. ‘Look. All those tender green leaves have been eaten. Who’s been eating them this time?’ And so we had a new problem.”

## Honesty Is The Best Policy : Part 2

**Mr Anis Ahmed continues telling a story to Mrs Rehana Salam and his Class 8 students.**

When Suruj Ali knew that the mangoes were sour, he took them away quickly. Then he rushed into the mango orchard and picked some fresh ones. “These ones look good,” he said to himself. Then he brought them to his master and went away.

After a few minutes, however, Suruj Ali heard his master shouting, so he rushed back. “What’s the matter, sir?” he asked. “These mangoes are sour too!” Hamidur Rahman shouted. “How long have you been working for me?” “Three years, sir”, Suruj Ali replied. “Three years and you still don’t know which mangoes are sweet and which ones are sour!” Hamidur Rahman exclaimed. “I feel ashamed of you!”

“How can I know which mangoes are sweet and which are sour, sir?” asked Suruj Ali. You told me to look after your mangoes. You didn’t tell me to eat them.” “Suruj Ali, you’re right,” said Hamidur Rahman. “I admire your honesty and I’m proud of you. Such honesty must certainly be rewarded. Here take this gold coin.” “Thank you, sir”, said Suruj Ali.

## The Accident : Part 2

**Continued from Lesson 3.**

Mrs Rehana Salam wrote a note to her daughter and gave it to the house keeper. “Give this to Rina when she comes home from school.” she told her. “Then, when she has fed the chickens and watered the plants, you can go home.” Then she and Anwar walked quickly up the road towards the college pond together. “There’s your mother, over there,” said Anwar, when they arrived at the college pond.

Mrs Salam’s mother was still lying unconscious on the ground. She lay on her side with Kashem and a lady kneeling beside her. The lady was wiping Mrs Siddiqua Murshed’s forehead with a cool, damp cloth. “We must take her to the hospital,” said Mrs Salam. “But she mustn’t sit up. She’ll have to lie down.” “Shall I get a push-cart?” asked Anwar. “Then she’ll be able to lie down.” “Yes. That’s a good idea, Anwar,” Mrs Salam replied. “Try and get one now.”

So Anwar got a push-cart, while Kashem and the lady helped Mrs Salam to look after her mother. When the push-cart arrived, Mrs Salam, Kashem and Anwar gently lifted Mrs Murshed onto it. Then Mrs Salam thanked the lady for helping her mother. And she, Anwar and Kashem got on to the push-cart and went to the hospital.

## Another Accident

**The story is continued from Lesson 7**

The next morning, Rina's mother reminded her about the eggs. "Have you remembered Mr Anis Ahmed's eggs, Rina?" she asked her. "Yes, thank you, mother. I haven't forgotten them," Rina replied.

After breakfast Rina collected about half a dozen eggs from the chicken house and put them carefully into a paper bag. Then she carried them to school. She felt so excited and happy that she ran quickly along the path to the college pond. "Mr Ahmed's going to be very pleased with these lovely eggs," she thought to herself.

While Rina was running near the college pond, she suddenly tripped over a stone and fell. She didn't hurt herself very much, but she dropped her paper bag. She stood up quickly and looked down at the paper bag. It was broken and something inside was making it damp. Rina bent down and carefully looked inside the paper bag. All her lovely eggs were broken!

Rina felt very sad. "Oh, what can I do now?" she asked herself. "I can't take these broken eggs to school or back home. Now they're useless!" Rina felt so upset that she started to cry. "What's the matter, Rina?" a voice said. It was her best friend, Luna. Luna put her hand round Rina's shoulders and soon Rina felt better. Then they walked to school together and Rina told her about her accident.

## Rina's Story : Part 1

**Rina is telling a story to her family and friends at her grandmother's house.**

In the city of Dhaka there lived a Class 8 student called Salma. One day, when she was returning home from school, she saw something lying on the road, "I wonder what it is?" she asked herself. She felt curious and walked up to it. "Oh, dear!" exclaimed Salma to herself. "It's a bag. Someone must have lost it. What shall I do? If I pick it up, people may think I'm a thief" But Salma was a very responsible young person and wasn't afraid. "If I leave the bag here, someone else may take it," she thought. So she picked up the bag and took it home.

When Salma arrived home, her elder brother, Rafiq, was there. She showed him the bag. When they looked inside it, they found many things. "Look, here's a passport," said Rafiq. "It's British and belongs to someone called Janet Green. This bag must belong to her. She was born in Bristol in 1993 and is a social worker. And here are some more things: some keys and an address card."

"Does Janet Green live in Dhaka now?" Salma asked. "No, I don't think so," her brother replied. "Look at this address card. This isn't her name, but I think she must be staying here." Salma looked at the address card. "Let's phone and find out if Janet Green is staying at this address," said Salma.

## The Man Who Wanted To Live Alone : Part 2

**Mrs Amin continues her story.**

The next day, Ruplal walked back to his village and picked up his cat. Then he put it in a basket and returned quickly to his hut in the jungle. After such a busy day, Ruplal slept very well that night.

The next morning, Ruplal woke up and saw his cat. It looked very pleased with itself. In front of the cat was a dead mouse. "Oh, you clever cat!" exclaimed Ruplal. "You've killed that naughty mouse. Now I must give you a reward." Ruplal wanted to give his clever cat some

milk, but he didn't have any. "Oh, dear! What shall I do?" he asked. "I'll have to go and fetch my cow."

So the next day, Ruplal walked back to his village again and returned quickly with his cow. Then both Ruplal and the cat were able to enjoy lovely fresh milk every day. But what about the cow? It couldn't find anything good to eat in the jungle and slowly it grew thinner and thinner. "Oh, you poor cow!" said Ruplal. "I'll either have to get a boy to look after you, or you'll die. I already have two companions. So why not have three?"

So the next morning, Ruplal walked back to his village again and returned quickly with his younger brother.

## **The Magician : Part 1**

**Mrs Amin is telling her class a story.**

Once upon a time there lived a famous magician called Frankel. He lived in a small town in Germany and worked there in a laboratory in his house. In it he made his magic spells. He was a good magician, because he only used his spells to make bad people good. And if they improved, he would take his magic spell off them.

Frankel lived by himself in a large house, but he never did any housework. He used his magic spells to make his life easier and more comfortable. "Why waste time on housework?" he would say. "What matters is my magic. That's much more important." But the housework had to be done by somebody. So Frankel used spells to make his furniture do it. He would cast a spell and say, "Chair, wash my shirt," and "Brush, sweep the floor." Then the chair and the brush would grow arms and legs and wash his shirt and sweep the floor.

Many years went by and slowly Frankel grew older and older. One day when he was sitting alone by his fire, he thought to himself, "I'm getting old. Who will do all my work, when I've gone? If nobody does it, then all my knowledge of magic will be wasted. I must look for a student, some one suitable: a smart, intelligent, hard-working young boy."

## **The Magician : Part 5**

The next day Hans and Frankel were working together in the laboratory, when Frankel said, "Oh, Hans, the house is getting rather dirty." "Would you like me to clean it?" asked Hans. "No, thank you, Hans," replied Frankel. "There's no need. I'll just go into my library for a few moments. I won't be long." Hans continued to work, when suddenly he noticed something unusual. The library door was open. He was standing near it, so for the first time he would be able to see a spell being cast. Hans felt very excited. He stopped working and watched carefully.

Frankel opened a large book. "I must just check," Frankel said to himself. "Can't we be too careful these days! Now, where are we? Spells for housework. Ah, here we are. Now, what shall we eat for dinner today? How about chicken and fish? Yes, Hans would like that. Right, here we go." Frankel sat down, picked up a small metal object and started to read from the book. "He must be casting the spell for housework," Hans thought to himself. Then, after a few minutes Frankel stood up, returned to the laboratory, and started working with Hans again.

Frankel and Hans worked hard all day in the laboratory. They heated and mixed many different chemicals and metals, so the laboratory became very dirty. When they finished their work, Frankel said, "There's no need to clean the laboratory today, Hans, I'm visiting a friend tomorrow. You can clean it then. Now let's wash ourselves and then we can enjoy our dinner."



**Necessaity is the mother of invention**



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